Representative Documents
Services, Facilities, and Technology
Disability Services - ASU Library

To ensure that all ASU students, faculty, and staff have access to our library’s resources and facilities, we offer a variety of services and assistive technology for users with disabilities.

Services

- Orientation to the ASU Library
- Instruction on accessing and searching Library One Search and the online databases
- Book retrieval and assistance with photocopying/printing
- Training on our assistive equipment and technology
- Making print materials available in electronic format.

While members of the community with disabilities are welcome to do library research with our staff’s assistance, ASU affiliates will be given precedence.

Library Locations

Downtown Phoenix campus:  
Downtown Phoenix campus Library

Polytechnic campus:  
Polytechnic campus Library

Tempe campus:  
Design and the Arts Library  
Hayden Library  
Music Library  
Noble Library  
West campus:  
Fletcher Library

Assistive Technology

<table>
<thead>
<tr>
<th>Assistive Equipment</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustable height table</td>
<td>All libraries</td>
</tr>
<tr>
<td>Headphones</td>
<td>Available for checkout at all libraries</td>
</tr>
<tr>
<td>Adjustable lighting</td>
<td>Design, Hayden, Muze, Noble, Fletcher</td>
</tr>
<tr>
<td>Braille Embosser</td>
<td>Hayden</td>
</tr>
<tr>
<td>CCTV</td>
<td>Polytechnic, Hayden, Fletcher</td>
</tr>
<tr>
<td>Keyboard - Big Key</td>
<td>Hayden</td>
</tr>
<tr>
<td>Keyboard - Large Key</td>
<td>Hayden</td>
</tr>
</tbody>
</table>
Representative Documents: Services, Facilities, and Technology

ARIZONA STATE UNIVERSITY LIBRARY
Disability Services - ASU Library
https://lib.asu.edu/disability

<table>
<thead>
<tr>
<th>Mouse - Joystick</th>
<th>Hayden, Fletcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouse - Pro Trackball</td>
<td>Design, Hayden, Music, Noble, Fletcher</td>
</tr>
<tr>
<td>Scanner</td>
<td>Downtown, Hayden, Fletcher</td>
</tr>
<tr>
<td>Tracker 2000</td>
<td>Hayden</td>
</tr>
<tr>
<td>Videophone</td>
<td>Downtown, Polytechnic, Hayden, Fletcher</td>
</tr>
<tr>
<td>Widescreen monitor</td>
<td>Hayden, Fletcher</td>
</tr>
</tbody>
</table>

**Assistive Software**

- **Dragon Naturally Speaking**
  - Location: Downtown, Polytechnic
- **Duxbury**
  - Location: Downtown, Hayden
- **E-Text Reader**
  - Location: Downtown, Polytechnic
- **Inspiration 8**
  - Location: Available through "My Apps"
- **JAWS Screen Reader**
  - Location: Available on all library computers
- **JAWS Braille Viewer**
  - Location: Available on all library computers
- **Kurzweil 1000**
  - Location: Downtown
- **Kurzweil 3000**
  - Location: Downtown, Hayden, Fletcher
- **MagnifiScreen**
  - Location: Available on all library computers
- **OCR**
  - Location: Available through "My Apps"
- **OpenBook**
  - Location: Hayden, Fletcher
- **Scan and Read Pro**
  - Location: Polytechnic
- **Text to Audio**
  - Location: Downtown, Polytechnic
- **Windows 7 - Ease of Access**
  - Location: Available on all library computers

**Contact**

ARU Library Disability Services
Sue Sebastian
Phone: 480-965-9673 during Disability Services hours
Email: Suzanne.E.Sebastian@asu.edu
TTY users, please dial 711

**Resources**

For other academic accommodations, contact DRC - Disability Resources Center.
Accessibility

To ensure that all Boston College faculty, staff, students, and visitors have access to the libraries’ collections, resources and facilities, a variety of services are provided to assist users with disabilities. Anyone conducting research in the libraries may request staff assistance.

Accommodation Eligible Status

We provide on-shelf request and pick-up service at all libraries as well as a 120-day loan period for students designated Accommodation Eligible. For more information about how to register, students should contact the Disability Services Office.

Book Retrieval

We provide physical assistance with retrieving books from the stacks. Most requests can be accommodated at point of need. However, if requesting multiple items, please call the library where the books are housed in advance so that staff can have the items ready for pick-up at the designated circulation desk. For more information, call the O’Neill Library Circulation Desk (617) 552-8038 or email us at LibraryAccess@bc.edu.

Building Access

All Boston College libraries are accessible by wheelchair. A list of accessible entrances to major buildings on campus can be found on the Disability Services site. If you need special assistance in order to visit the Libraries, please Email us before you come.

Course Materials & Textbooks

Students with visual and/or auditory impairments who need to obtain textbooks or course readings in an accessible format should email the Disability Services Office.

HathiTrust Material

HathiTrust is a vast collection of digitized public domain and in-copyright books from many libraries including Boston College. Eligible patrons at BC who have a print disability can receive special access to in-copyright materials. According to the HathiTrust, a print disability is “a disability - such as a visual impairment, learning disability physical disability, or other disability - that impedes a person’s ability to access print in the standard way.” Detailed instructions on how to identify books and make a request for special access can be found at HathiTrust Accessibility or email the Boston College HathiTrust access group.

Photocopying & Scanning

We provide assistance with photocopying and scanning and have accessible scanners in each library. If you need assistance, please visit the circulation desk.

Vision Resources Workstation

This computer is located on the 3rd floor of O’Neill Library and is equipped with JAWS screen reading software. Please contact the Disability Services Office at disabilityservices@bc.edu or 617-552-3470 with questions or concerns.

Visitors

Visitors needing accommodations may request assistance at the circulation desk of any of the libraries.
## Accessibility: Adaptive & Assistive Technology

<table>
<thead>
<tr>
<th>Technology</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Camera</td>
<td>ERC</td>
<td>Use to enlarge a document. Portable. Multiple resolutions, including HD. Easy to set up, intuitive controls.</td>
</tr>
<tr>
<td>Flatbed Scanner</td>
<td>ERC, O'Neill Library Level 3, Social Work Library, TML Computer Lab</td>
<td>A screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output.</td>
</tr>
<tr>
<td>JAWS (Job Access With Speech)</td>
<td>O'Neill Library Level 3 Vision workstation</td>
<td>A screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output.</td>
</tr>
<tr>
<td>KIC Scanner</td>
<td>ERC, O'Neill Library Level 3, Social Work Library</td>
<td>This scanner is set to an accessible height, based on ADA Compliance guidelines</td>
</tr>
<tr>
<td>Kindle App</td>
<td>ERC iPads, O'Neill Library Level 3, Social Work Library</td>
<td>An app for reading Kindle ebooks that allows users to implement text to speech on the book.</td>
</tr>
<tr>
<td>VoiceDream App</td>
<td>ERC iPads, O'Neill Library MacBook for Loan</td>
<td>A voice based mobile app designed for people with dyslexia, visually impaired, and other learning styles who prefer to listen.</td>
</tr>
<tr>
<td>VoiceOver</td>
<td>ERC iMacs, O'Neill Library MacBook for Loan</td>
<td>Apple's integrated text to speech program designed to read content on a computer screen.</td>
</tr>
<tr>
<td>Read&amp;Write</td>
<td>Available as a software downloaded from BC ITS</td>
<td>A customizable toolbar that integrates reading, writing, studying, and research support tools with common applications. Include Text-to-Speech, Highlighting, Dictionary, Vocabulary Tool, and Study Skills tools to capture highlights.</td>
</tr>
</tbody>
</table>

Last Updated: Mar 5, 2018 11:08 AM
Read&Write (R&W) software is available to the Boston College community. Read&Write is a customizable toolbar that integrates reading, writing, studying, and research support tools with common applications. Some features include Text-to-Speech, Highlighting, Dictionary, Vocabulary Tool, and Study Skills tools to capture highlights. Whether it be text-to-speech, or another feature, Read&Write has a myriad of tools to support students in building independent learning skills to enhance overall success in college.

Go to Read&Write software page to download to your computer.
Representative Documents: Services, Facilities, and Technology

**Assistive Technology**

The University Accessibility Lab (UAL), located in 3321 HBLL, has many assistive technologies available to students with disabilities. The list below categorizes the technologies according to the disability type served by the technology. Click on the name of each technology to view more information. If you have any questions, contact the UAL by phone at (801) 422-2803 or by email at ualabs@byu.edu.

**Blindness/Visual Impairments**
- Amigo
- AudioNote (iPad and iPad Mini App)
- Brailliant Focus 40 Braille Display
- DaVinci
- Dragon Naturally Speaking
- Evernote (iPad and iPad Mini App)
- HP Scanner
- iPad and iPad Mini
- JAWS
- Kurzweil 3000
- MAGic
- Natural Reader
- Pacmate
- Smartpen
- Tiger Embosser
- Transformer
- Trekker breeze GPS
- Victor Reader Stream

**ADHD, Learning, Physical, Emotional, and Chronic Illness**
- AudioNote (iPad and iPad Mini App)
- Dragon Naturally Speaking
- Evernote (iPad and iPad Mini App)
- HP Scanner
- iPad and iPad Mini
- Kurzweil 3000
- Natural Reader
- Smartpen

**Hearing**
- Sorenson VRS
Assistive and Adaptive Technology and Services on Campus

This page provides an overview of the information, assistive and adaptive technologies available to University of Calgary students.

A downloadable version of this page is available in PDF format.

1. NAT CHRISTIE ADAPTIVE TECHNOLOGY CENTRE

Housed within the Student Accessibility Services office (MacEwan Student Centre 452), the Nat Christie Adaptive Technology Centre operates as both a technology lab — where students can be trained on, and made use of, a range of assistive and adaptive hardware and software options — and a quiet study area.

Below is additional information on the software offerings available at the Nat Christie lab.

<table>
<thead>
<tr>
<th>SOFTWARE</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurzweil 3000</td>
<td>Text-to-speech software and learning tool to support the reading needs of students with print disabilities</td>
</tr>
<tr>
<td>Read &amp; Write Gold</td>
<td>Literacy software package designed to assist students struggling with reading and writing through a customizable toolbar featuring reading, writing, studying and research support tools within familiar applications (Word, Google Docs, Firefox, Adobe Reader, and more).</td>
</tr>
<tr>
<td>NaturalReader</td>
<td>Easy-to-use text-to-speech software with natural-sounding voices.</td>
</tr>
<tr>
<td>Dragon NaturallySpeaking</td>
<td>Speech-to-text software which reduces the reliance upon a keyboard and/or utilizes a student’s strong verbal skills. Performs a variety of tasks, from dictating an assignment to controlling computer functions</td>
</tr>
<tr>
<td>Inspiration</td>
<td>Graphico-organization tool for students who benefit from visual thinking and conceptualizing in mind-mapping, outlining and writing.</td>
</tr>
<tr>
<td>ZemText</td>
<td>Fully-integrated magnification and screen reading program that enhances, enhances and reads aloud everything on the student’s computer screen</td>
</tr>
<tr>
<td>JAWS</td>
<td>Powerful accessibility solution for blind and visually impaired students requiring screen reading through synthesized speech or a refreshable Braille display outputs.</td>
</tr>
</tbody>
</table>
Various hardware is also available for student use within the Nat Christie.

<table>
<thead>
<tr>
<th>HARDWARE</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height-adjustable workstations and ergonomic seating</td>
<td>For students with mobility disabilities and specific seating requirements.</td>
</tr>
<tr>
<td>Merlin LCD magnifier</td>
<td>Desktop magnifier with integrated and pivotable LCD flat panel monitor, for the enlargement of text for students with visual disabilities</td>
</tr>
<tr>
<td>Juliet Brailler</td>
<td>Desktop embossor for the production of high quality, double-sided Braille</td>
</tr>
<tr>
<td>High speed document scanners</td>
<td>For the production of alternate format material</td>
</tr>
</tbody>
</table>

The lab hours are 7:00am to 11:00pm, 7 days a week. Students can visit the main SAS office to request access to the Nat Christie. Limited equipment loan is available -- contact the SAS office for more information.

2. TFDL: ASSISTANCE FOR SAS STUDENTS

Taylor Family Digital Library Adaptive Technology Workroom (260D)

This TFDL workroom features three stations, including a big screen dual-boot computer (with various word-processing and media programs installed), plus two stations dedicated to assistive software, including text-to-speech (Kurzweil 3000), speech-to-text (Dragon NaturallySpeaking), mind-mapping and organization (Inspiration), and screen reading and magnification (Zoomtext).

Students registered with SAS can book the Adaptive Technology Workroom through the Information Commons, by visiting the service desk on the second floor of the TFDL, emailing tfdlinfo@ucalgary.ca or calling 403-220-8895. Consult the TFDL for information on booking hours and availability. Students may be asked to provide their ID number when booking.
Accessibility

Mission
The mission of the UCI Libraries is to enable library users to make maximum use of the information resources of the campus libraries. In order to serve users with disabilities, the Libraries have instituted specialized services, modified existing services and facilities, and housed special equipment.

Library Services and Resources
The UCI Libraries is committed to providing equal access to print and electronic resources to all members of the UCI community. The Libraries provide a range of services to help you navigate and use library resources. The services described below may not be readily available during holiday, evening, or weekend hours due to reduced staffing. It is recommended that you call ahead to determine when and to what extent these services are available. Services are provided for all library users unless specifically noted as available to students, faculty, or staff only. More resources and information about the services provided by the university are available through the Disability Services Center website.

Please contact the following individuals if you have questions regarding library services for users with disabilities or suggestions regarding services that should be offered in the future:
- Antoinette Avila (Langson Library): savila@uci.edu or (949) 824-2338
- Nancy Chacon (Ayala Science Library): nchacon@uci.edu or (949) 824-3679
- Sakhila Sithole (Grunigen Medical Library): ssithole@uci.edu or (714) 456-7924

Collections
Assistance for retrieving books from the stacks is available at any library. You may call ahead to the appropriate Check Out Desk to see if an item is on the shelf and ask that it be retrieved and held. Every effort will be made to accommodate your request. You may also request assistance from library employees engaged in re-shelving library materials. For assistance with journals in the Current Periodicals area at Langson Library, contact the “Ask Us” Reference Desk. For assistance with journals in the Current Periodicals area, microforms and use of microform machines area at Ayala Science Library, contact Nancy Chacon at nchacon@uci.edu or at (949) 824-3679.
- Langson Library Check Out Desk: (949) 824-6442
- Ayala Science Library Check Out Desk: (949) 824-3692
- “Ask Us” Reference Desk: (949) 824-4976

Photocopying Assistance
Photocopy assistance is available by appointment and every effort will be made to accommodate your requests. Contact the appropriate Check Out Desk. Scanning services are available from the Disability Services Center.
- Langson Library Check Out Desk: (949) 824-6442
- Ayala Science Library Check Out Desk: (949) 824-3692
- Grunigen Medical Library Check Out Desk: (714) 456-5583

Research
For general research assistance, assistance in developing a research strategy and evaluating research materials visit the UCI Libraries. Staff are available for assistance during library hours. Use the Ask a Librarian service for online, 24/7 research assistance.

In-depth research consultations are available to UCI students, faculty and staff. Use the research consultation request form to make an appointment. Alternatively, you may contact your subject librarian directly.

Reserve Materials
You may request a longer loan period for reserve materials in order to use them with special reading equipment. Contact the appropriate Check Out Desks.
- Langson Library Check Out Desk: (949) 824-6442
- Ayala Science Library Check Out Desk: (949) 824-3692
UNIVERSITY OF CALIFORNIA, IRVINE LIBRARIES
Accessibility
https://www.lib.uci.edu/accessibility

Adaptive Technology Equipment

UCI students may request adaptive technology assistance from the staff at the Disability Services Center at (949) 824-7494. For more information, please see the adaptive technology section of the DSC's website.

Ayala Science Library
Room 481 contains adaptive technology and the key may be checked out at the Ayala Science Library Check Out Desk on the first floor. Ayala Science Library Room 481 may also be used as study space or for students taking tests. Room 481 contains the following aids and productivity software for use by UCI students, faculty, and staff:
- Adjustable height table (electric)
- Computer with Intel Core i5
- HP Scanner
- JAWS 16 Screenreader
- Kurzweil 3000 Version 14 (Stand-alone version) - Scan-and-Read Software
- Natural Reader - Text-to-Speech Software
- Read & Write Gold 11 - Literacy Software
- TextAloud 3.0 - Text-to-Speech Software
- Topaz CCTV - Hi-Def Desktop
- ZoomText 10.1 Screen Magnifier Software
- Browsers: Google Chrome, Internet Explorer, Mozilla Firefox
- Microsoft Office (Excel, PowerPoint, Word)

Langson Library
The Adaptive Technology workstations are located on Langson Library's first floor and are open to the public with priority given to library users with sensory disabilities. The Adaptive and Assistive Technology Area contains the following aids and productivity software:
- 2 adjustable height tables (electric)
- 2 computers with Intel Core i5
- 1 HP scanner
- JAWS 16 Screenreader
- Kurzweil 3000 Version 12 (Stand-alone version) - Scan-and-Read Software
- Natural Reader - Text-to-Speech Software
- Read & Write Gold 11 - Literacy Software
- TextAloud 3.0 - Text-to-Speech Software
- Topaz CCTV - Hi-Def Desktop
- ZoomText 10.1 Screen Magnifier Software
- Browsers: Google Chrome, Internet Explorer, Mozilla Firefox
- Microsoft Office (Excel, PowerPoint, Word)

Getting Around

Parking
Designated parking spaces are available in parking areas adjacent to the Langson Library and in Lot #8 behind the Ayala Science Library. Call Parking and Transportation Services at (949) 824-7486 to determine the exact location of convenient parking areas. UCI campus visitors who display state-issued disabled parking placards are exempt from paying fees. General parking information can be found at UCI Transportation and Distribution Services.

Library Entrances and Elevators
Visit our Virtual Tour page to access virtual tours of the UCI Libraries.
All main floors in the Libraries can be reached by public elevators.
- Langson Library: there is a ramp at the rear of the building and a power-assisted door to the right of the main entrance.
- Ayala Science Library: the Ayala Science Library and Interactive Learning Center are accessible from the courtyard plaza in the center of the Ayala Science Library. The plaza may be entered from either the Biological Sciences Quad (east) or the College of Medicine (west).
- Libraries Gateway Study Center: there is a ramp on the Northeast side of the building and a power-assisted door to the right of the main entrance.
- Grunigen Medical Library: EML is accessible through a ground floor entrance in Medical Center Building 22A.

Evacuation Procedures
In the event of an emergency, library users with disabilities should wait at the nearest stairwell for assistance. Designated library employees will be clearing the building during an emergency and will be checking the stairwell entrances. They will also check the Adaptive Technology Area in the Langson Library and Room 481 in the Ayala Science Library for library users who require assistance. Fire Department personnel also routinely check stairwell entrances during a fire emergency.
Disabilities Information for Library Assistance: Library Services for Users with Disabilities

Physical Access to the Morris Library

Users with disabilities have physical access to the Morris Library through the main entrance ramp and power-assisted doors. All visitors to the Morris Library need to have photo identification to enter the building, e.g., a UD ONECard, a U.S. driver’s license or a government-issued school-issued photo ID. Frequent visitors to the Morris Library, who are 18 years of age or older and who do not have a ONECard, may visit the Circulation and Reserve desk to register and have their photo taken for a free Library Frequent Visitor card. Once received, this ID can then be used with the card reader at the turnstiles for easy access to the building. The entrance security gates of the Morris Library are wheelchair-accessible.

The elevator located off of the Information Room and the elevator located behind the south atrium stairway are equipped with controls at wheelchair height. The Reference and Circulation Desk counters have been modified to a lower level for the convenience of library users in wheelchairs. Computers, bathrooms, and water fountains are also available for wheelchair access. Restrooms for emergency assistance are located at each main stairwell exit on each floor.

Parking at the Morris Library

Handicapped parking spaces are available in the parking lot of the Library's south side. The vehicle should have a UD parking permit or a Visitor Pass and have either a handicapped tag or license plate. If the handicapped spaces are full, parking is allowed in service vehicle spaces if both designated spaces are full, metered spaces may be used.

Film and Video Collection

Users may view videos which are available with closed captioning on four video stations in the Film and Video Collection Department at the lower level of the Morris Library.

In instances in which users with disabilities wish to view videos in the Library and require vocal narration or discussion between a viewer and an accompanying assistant, requests to view a video must be given to the Film and Video Collection Department 24 hours in advance. The advance notice will allow library personnel to arrange for a screening site that will not disturb other library users in the viewing carrels.
Photocopy and Scanning Services

Users with disabilities who have difficulty using self-service copiers may bring materials to the Student Multimedia Design Center desk on the lower level of the Morris Library. Materials will be photocopied and scanned by library staff.

Book Renewals

University of Delaware Library Users may view their library account information and renew library books online through the "My Library Account" link on the front library page. An authentication will be required with a UDNet ID and password. The account has a renewal option. Materials borrowed from the University of Delaware Library may also be renewed by calling 831-2455.

Emergency Evacuation of Library Users with Disabilities

Library users who are not able to use the stairs to evacuate the building should move to one of the three interior stairways designated as an Area of Rescue. The stairway landings of the South Central, North Central and East Central interior stair towers on the Lower Level, Second and Third Floors are designated as Areas of Rescue. Each of these stairway landings has a fire protection rating of two hours. Each is marked by a gray sign with a wheel chair symbol to the right of the stairway door. There is also an "11" by "17" sign on the stairway door with the following information: This patron should then call Public Safety by the number on the phone. The number will identify the location of the caller to Public Safety. These phones are located throughout the building near the elevators and stair towers. If needed, there is a red emergency phone located outside Room 119 of the Assistive Technology Center at the stairwell exit.
FLORIDA STATE UNIVERSITY LIBRARIES
Accessibility at FSU Libraries
https://www.lib.fsu.edu/accessibility
Assistive Technologies

The Assistive Technology Lab contains adaptive equipment and software available for FSU students, staff, and faculty with disabilities. To gain access to the Assistive Technology Lab and adaptive equipment, simply contact Sammie Crowder at ascrowder@fsu.edu.

Assistive Technology Lab

The Assistive Technology Lab is a collaboration between FSU Libraries and the Student Government Association. It is located on the main floor of Strozier Library and is available for use during all library hours.

Assistive Software

Computers in the Assistive Technology Lab contain the following software:

- JAWS 14
- MAGic 12
- Inspiration 9
- Dragon Naturally Speaking 12
- Read & Write Gold 10

Assistive Equipment

Hardware and equipment are available for use in the Assistive Technology Lab. This includes:

- Large Format and Adaptive Keyboards
- Adaptive Mouses
- Large Format Calculators
- Large Bed Scanners
- Magnifiers
- Assistive Controlled Desks
- CCTV Monitor

https://www.lib.fsu.edu/accessibility/assistive-technologies
Materials & Services

FSU Libraries strives to provide equal access to resources and services through provision of reasonable accommodations for students, staff, and faculty with disabilities. While many accommodations are unique to an individual’s needs, all library staff can provide basic assistance. Students are required to schedule an appointment for accommodations that require more individualized assistance.

Some standard services we provide include:
- Assistance with location and retrieval of materials
- Assistance using microform and audiovisual equipment
- Reference assistance
- Photocopying assistance
- Mobility disabled assistants

Alternate Formats

Library materials can be converted to accessible digital formats by request. This includes book chapters, journal articles, library publications, and library instructional materials.

Electronic Resources

Many materials in the library already exist in electronic versions. Search the library catalog to access our vast electronic resource collection.

In addition to materials and resources owned by Florida State University, eligible patrons with print disabilities can receive special access to non-copyright materials through Hathitrust Digital Library. For more information about access, contact Beem Hagan at bhagan@fsu.edu.

LEDS (Library Express Delivery Service) to SDRC

Students registered with the Student Disability Resource Center are eligible for item pick-up and delivery from the SDRC. Register with LEDS here and request pick-ups here.

Proxy Borrowing

Students in need of temporary or permanent pick-up assistance regarding their library materials should contact the Student Disability Resource Center. After certification, the student may designate an authorized individual or family member to pick up their library materials.

Tours and Registration

For a tour of the library facilities or to register for services, contact Sammie Crowder at scrowder@fsu.edu.
Accessibility and Disability

Services at UH at Manoa Library
- Assistive Resources in the Library
- PCs with Assistive Technologies in the Library
- ADA Policy Statement
- Staff Guidelines for Assisting Library Users with Disabilities
- For information or questions contact the Public Services Division Head or Library Administration.

Campus Services at UH Manoa
- KOSUA Program (Ann bld, 808-956-7511)
- EEO/AA Office (Manoa Bld, 808-956-6433)
- Campus Map showing special access points

UH System-wide Services
- Kikau Program UH Manoa
- UH Hilo Disability Services
- Assistive Technology at UH Campuses

Disabled Student Services at UH Campuses
- Information on Disabled Student Services

Community Services
- Assistive Technology Resources Center
- Disability and Communication Access Board
- Library for the Blind and Physically Handicapped
The University of Iowa Libraries affirms its commitment to provide all members of the University community with access to library information resources and services. Wherever possible, UI Libraries’ staff will remove barriers that prevent equitable access for persons with disabilities.

Building Accessibility Information

View detailed building accessibility information for the Main Library and Hardin Library for the Health Sciences, including information on accessible parking and building entrances. Similar information is available for all campus library locations. Staff are available in each library location to provide information and assistance as needed.

Locating Resources

Library staff will assist users when their disabilities prevent them from utilizing the library catalog, online databases, and other library resources. Assistance is available inside the library, as well as by phone, e-mail, and online chat.

- In the Main Library, the Service Desk is located in the middle of the 1st floor. In the Hardin Library for the Health Sciences, assistance is provided at the combined Circulation/Reserve & Information/Reference Desks located near 3rd floor or ground level south entrance. For assistance also at the Art Library, the Pomerantz Business Library, Sciences Library, Lichtenberger Engineering Library, Main Music Library resources room, go to Campus Libraries.
- For general assistance with searching the catalog or other databases, contact staff at the Main Library Service Desk by phone at (319) 335-5299 or send email to lib-ref@uiowa.edu.
- Online chat is available through a web browser.
- For more information on contacting the Libraries, see Ask a Librarian.
- These services are available during Main Library Service Desk hours.
- Users requiring assistance in a complex or extensive search may wish to schedule a Research Consultation.
- Personal Librarian Program for students with disabilities (pdf)

Retrieving Materials

Users with disabilities may request staff assistance in retrieving materials at any library service desk.

- During normal business hours, staff at Main Library Circulation Department will retrieve five or fewer items on demand.
- Under most circumstances any number of Main Library books or journals can be retrieved within 24 hours if Main Circulation is provided a list of call numbers or journal titles and volume information and at least 24 hours notice.
- In addition, the library offers a number of Campus Delivery Services. Home delivery is available for users with physical disabilities that prevent them from coming to campus. To register for home delivery, contact the Main Library Circulation Department by sending an e-mail to lib-maincirc@uiowa.edu.
- Users with visual impairments or other print disabilities may wish to request digital delivery.

Renewing Long-Term Materials

Users with disabilities may request staff assistance in renewing materials.

- Contact Main Library Circulation staff for assistance via e-mail at lib-maincirc@uiowa.edu.
- Contact Hardin Library or branch library staff for assistance: http://www.lib.uiowa.edu/locations/.
- Books can be sent via campus mail to Circulation, renewed, and sent back via campus mail.

Returning Materials

Users with disabilities may request staff assistance in returning materials.

- Contact Main Library Circulation staff for assistance via e-mail at lib-maincirc@uiowa.edu.
- Contact Hardin Library or branch library staff for assistance: http://www.lib.uiowa.edu/locations/.
- Books can be sent via campus mail to Circulation: 100 LIB.
Digital Delivery

Users with print disabilities may request printed materials in electronic format.

- As a standard service, the library routinely offers electronic delivery of articles or chapters from non-electronic journals, newspapers, or books held in any UI library (with the exception of the Law Library and Curriculum Lab) through its Article Delivery Service. Similarly, articles and book chapters from materials not owned by the University Libraries are delivered electronically through Interlibrary Loan. All users who request articles and book chapters through the Interlibrary Loan/Article Delivery system will receive them electronically and can access them for 28 days from the date of posting. First-time users will be asked to create an account and should specify “Delivery for Print Disability” as the pickup location. Repeat users can select “Change User Information” to update their pickup library.
- Registered users with print disabilities may request electronic delivery of books through InfoHawk by selecting “Request Delivery” and choosing “Delivery for Print Disability” as the pickup location. Digital Delivery must be specified as the pickup location for each item requested through InfoHawk.
- Registered users with print disabilities may request electronic delivery of books held by the University of Iowa through Hathitrust. Please see the Hathitrust for Users with Print Disabilities for further instructions.
- Registered users with print disabilities may also request electronic delivery of books through the Interlibrary Loan/Article Delivery system for books not held at the UI Libraries. First-time users will be asked to create an account and should specify “Delivery for Print Disability” as the pickup library location. Repeat users can select “Change User Information” to update their pickup library.
- Upon an instructor’s request, the library also provides electronic course reserves to all students through ICON, subject to the limitations of fair use. Contact Main Library Reserve Services by phone at (319) 335-5944 or send email to lib-res@uiowa.edu if an item posted to electronic course reserves in ICON is not accessible.
- The process of reformatting materials may take up to four weeks, longer if large quantities are requested and during peak times. In general, the University of Iowa Libraries will scan all printed pages, process any non-graphical text using Adobe Acrobat’s built-in text recognition, and provide the resulting PDF file. Please contact Interlibrary Loan/Document Delivery Department staff if you require other arrangements.
- Section 121 of the U.S. Copyright Act governs reproduction of copyrighted works for users with print disabilities. Further reproduction or distribution in a format other than a specialized format exclusively for use by blind or other persons with disabilities is not permitted under Section 121.
- When reformatting materials become available, they can be accessed by logging onto ICON. To check the status of the materials requested, students should first check ICON, and then contact Interlibrary Loan/Document Delivery by email or phone.
- NOTE: ICON, InfoHawk, and the Interlibrary Loan/Article Delivery system all purportedly meet Section 508 standards for web accessibility. However, each of these user interfaces is written on top of a commercial product, and each has its own idiosyncrasies. Users with disabilities who encounter any technical barriers are encouraged to contact Main Library Circulation Services by phone at (319) 335-6077 or send email to lib-res@uiowa.edu and every effort will be made to resolve the technical issue or to provide an alternative form of delivery.

Assistive Technology Computers and Equipment

Wheelchair-accessible computers are available in all library locations. Assistive technology is provided by Information Technology Services and is available on library public workstations and campus ITCs. See the ITS web site for more information on assistive technology tools across campus.

The Main Library provides access to a Visual Image Enhancer that can be used to enlarge text. To make arrangements to use this equipment, please contact the Main Library Circulation Department during their normal business hours, call 319-335-6077, or email lb-maincirc@uiowa.edu.

Additional Information

If you have any questions that are not addressed here, contact Janalyn Moss, Reference and Library Instruction, by phone at (319) 335-5698, or by email at janalyn.moss@uiowa.edu.

Other University of Iowa Resources

- University of Iowa’s List of Disability Resources
- Information Technology Services (ITS) Assistive Technology Support
- Student Disability Services
- Faculty and Staff Disability Services
Services for people with disabilities

Our Commitment

McGill Library and the Office for Students with Disabilities coordinate programmes and services with the goal of providing a rewarding library experience to users with disabilities. Your suggestions are welcomed.

The Office for Students with Disabilities has a range of information and services for students with disabilities at McGill, including course-related material in large print, or Braille. The Office also teams up volunteers with users to help them in their library needs. Students with disabilities are encouraged to enquire at the Office and to register there.

Classes, workshops, tours

Students with disabilities are welcome to participate in all library instructional activities. The McGill Library also offers library instruction on demand for students with hearing, learning, and visual disabilities.

The Library Catalogue and electronic resources

Workstations with adaptive technology giving access to the Library Catalogue and electronic resources such as article indexes and databases, bibliographies, and online reference are found throughout the library system.

Computer facilities

Redpath Adaptive Lab and Student Lounge

OSD runs a small computer lab in Room 5B of the Redpath Library. The lab is located on the main floor, next to the Access McGill Lounge (Room 5A) and is open during regular Library hours.

The OSD website has information on software and hardware and staffing.
Adapted workstations in the Library

Adapted workstations equipped with scanners, screen readers and large-print software including JAWS, ZoomText and OpenBook may be found at the following locations:

- Education Curriculum Resources Centre
- Humanities and Social Sciences Library
- Macdonald Campus Library
- Marvin Duchow Music Library
- Schulich Library of Physical Sciences, Life Sciences, and Engineering

For more information, please contact Jeffrey Grimmert, 514-398-8264, or visit the OSD website.

Library access and facilities

- Birk's Reading Room
- Blackader-Lauterman Library
- Education Curriculum Resources Centre
- Government Information Service
- Humanities and Social Sciences Library
- Islamic Studies Library
- Macdonald Campus Library
- Marvin Duchow Music Library
- Nahum Gelber Law Library
- Osler Library of the History of Medicine
- Rare Books and Special Collections
- Schulich Library of Physical Sciences, Life Sciences, and Engineering
- Geographic Information Centre
Information for People with Disabilities - Parking and Building Access

General Information

Assistance from staff

Staff of the UM Libraries are happy to provide additional services for the research and personal information needs of its patrons with disabilities. Service Plus information and Research Services staff will assist with the use of the catalog, as well as periodical indexes and reference materials. One large screen workstation in the McKeldin Library first floor public Electronic Research area is wheelchair-accessible.

Before beginning in-depth research, patrons with disabilities should contact a librarian subject specialist to ensure uninterrupted assistance. An individual with a visual impairment is expected to bring a reader/assistant if extensive use of resources is anticipated.

Retrieving, checking out, and renewing materials

If your disability limits your ability to retrieve materials from the stack, it is recommended that you bring an assistant with you. Assistance in retrieving books will be provided by circulation staff as time and staff permit.

Upon request, the library will issue a special sticker to students with disabilities that will allow a personal attendant or reader to check out and renew materials for the student without the student having to come to the Libraries. To qualify, the student must have certification from Disabled Student Services (301-314-7682; TTY-301-314-7682).

Contact us

If you would like an orientation or have other questions about the library services and access, contact Dan Newsome, Coordinator of Library Services for Persons with Disabilities at McKeldin Library at 301-314-7958 or wdn@umd.edu.

Adaptive Technology Lab

The Adaptive Technology Lab (ATLab) is a low-distraction environment equipped with hardware and software to facilitate access to information for individuals with disabilities. The lab offers advice and training on the use of adaptive technologies and works closely with other campus units to address their adaptive technology needs.

As a unit of the Counseling Center’s Disability Support Service (DSS), the ATLab primarily serves students, faculty, and staff who are registered with DSS. Library users with disabilities not registered with DSS may contact the ATLab Coordinator Dan Newsome, to discuss and arrange for use of the equipment and software located in the lab:

Phone: 301-314-7958 E-Mail: wdn@umd.edu
Access to Parking and Buildings

Architecture Library

- **Phone:** (301) 405-6317
- **Parking:** 2 (1 van accessible) reserved spaces in Lot D east of the Architecture Building; curb cut.
- **Entrance:** Lower level (from Lot O) - automatic door. Elevator to Library level. Upper level (from Campus Drive) - automatic door. Same level as Library.
- **Internal access:** Stairs to mezzanine where part of the circulating collection is kept. Ask staff for assistance.
- **Restrooms:** There are no public restrooms in the Library. In the Architecture building, restrooms are on upper level (access from the Visual Resources Center) and on lower level (near Gallery). Both are wheelchair-accessible and have grab bars.

Art Library

- **Phone:** (301) 405-9061
- **Parking:** 3 reserved spaces in Lot JJ1 behind the Art-Sociology Building.
- **Entrance:** From Lot 1, automatic door. Freight elevator at the end of the hallway goes to the level of the Library. From the Tawes Plaza, automatic doors; elevator to the right of the lobby to the 2R level. From Campus Drive (lower level) automatic door. Freight elevators to the left through double doors or use ramp to elevator to go up to level 2R.
- **Internal access:** Stairs ramp into Library. Stairs to mezzanine where non-folio books are kept. Call in advance for assistance.
- **Restrooms:** Public restrooms in main part of building on the same level as the Library are wheelchair-accessible.

Engineering and Physical Sciences Library

- **Phone:** (301) 405-9167
- **Parking:** 2 reserved spaces in Lot E and EE behind the building.
- **Entrance:** From Lot E automatic doors. Elevator to the left of the doors goes to Library level (1st floor). Library entrance has one automatic door.
- **Internal access:** Elevator with lowered controls, raised and Braille numbers, and audible signal. Call in advance for access in technical reports.
- **Restrooms:** All floors. All are wheelchair-accessible and have grab bars.

Hornbake Library

- **Phone:** (301) 314-2710
- **Parking:** Vehicles with state issued disabled driver tags or stickers may park in the designated spaces on level G, 1, 2 and 3 in Regents Drive Parking Garage at no charge.
- **Entrance:** Main entrance - ramps and automatic doors.
- **Internal access:** Elevators and escalators.
- **Restrooms:** Ground, 1st floor, 2nd floor, and 3rd floor - near elevators. One stall with grab bar at each location.
- **Public telephones:** Push-button pay phones (34 ft from the floor) on the ground floor; 2nd floor and 3rd floor near the elevator.
- **Campus telephones:** Push-button campus telephones on the portico and the 2nd floor near the elevator.
- **Services:** In Nonprint Media Services (301-405-9236) there are automatic doors, wheelchair-accessible stations for videodisc, videotape, audio cassette, dial access and internet access. Dial access stations with amplifiers and closed caption decoders are also available.
Michelle Smith Performing Arts Library
- **Phone:** (301) 405-9217
- **Parking:** Street parking and 11 spaces in the lower level of Stadium Drive Garage located near the elevators of each level (8 in the Center Atrium and 3 on the roof level).
- **Entrance:** Automatic door on the Stadium Drive side of the building.
- **Internal Access:** Elevator
- **Restrooms:** On the ground floor, just outside of the Michelle Smith Performing Arts Library in the Clarice Smith Performing Arts Center lobby.
- **Public telephones:** On ground floor, just outside of the Michelle Smith Performing Arts Library in the Clarice Smith Performing Arts Center lobby
- **ATM:** Just outside of the Michelle Smith Performing Arts Library, Braille and voice guided system.

McKeldin Library
- **Phone:** (301) 405-9046
- **Parking:** There are 15 (2 van accessible) handicapped parking spaces between McKeldin Library and the College of Journalism. Spaces require a license plate/GMV tag indicating handicapped status.
- **Entrance:** Two automatic doors on east side of building.
- **Internal Access:** Elevator
- **Restrooms:** All floors near elevators/stairwells. All wheelchair-accessible with grab bars. A private accessible restroom (the “family restroom”) is located near the Library Services Desk that is on the first floor.
- **Campus telephones:** Push-button campus telephones on the portico and the 2nd floor near the elevator.

White Memorial Chemistry Library
- **Phone:** (301) 405-9079
- **Parking:** Vehicles with state-issued disabled driver tags or stickers may park in the designated spaces on level G, 1, 2, and 3 in Regents Drive Parking Garage at no charge. From G, 2 and 3 of Regents Drive Parking Garage take the elevator to the street level.
- **Entrance:** Main entrance to Chemistry Building - ramp and automatic door. Go down hall to left past the lecture halls and through double doors. The Library is on the right.
- **Restrooms:** There are no public restrooms in the Library. The closest restroom with handicapped access are in Wing II of the Chemistry Building on the right hand side of the hall. Both restrooms have handicapped access but no grab bars.

Last update: Mar 01, 2018
Equipment in the Main Library ATC

- TOPAZ2 XL HD High-Definition Desktop Video Magnifier (user guide)
  Used by people with low vision, or learning disabilities, to magnify the page of a book, a letter, a photo onto a computer monitor. Words and images can be made much larger, and text can be changed from black on white, to white on black, as well as to other high contrast colors.

- SARA Scanning & Reading Appliance (user guide)
  The SARA reader is used to scan the page of a book or other print, and read aloud what's on the page. It uses OCR and cannot be used for handwritten letters.

- Perkins Braille (user guide)
  The Perkins Braille is a manual braille typewriter.

Assistive Software in the Main Library ATC

- Dragon Naturally Speaking/Dragon Dictate (link to user guide)
  Dragon is used by people with learning disabilities or physical disabilities to assist with writing. Dragon is speech recognition software; the user speaks and Dragon produces a typed document, like dictation.

- JAWS (link to user guide)
  JAWS is the most popular screen reading program, used by blind people to access the Internet, Microsoft Office, library databases, etc. It reads aloud all text on the screen.

- Kurzweil 1000 (link to user guide)
  Kurzweil 1000 is used by people who are blind or have low vision. It can be used to read aloud printed text that is scanned in, and as a screen-reader for electronic text.

- Kurzweil 3000 (link to user guide)
  Kurzweil 3000 is used by people who have reading or learning differences. It can be used to read aloud printed text that is scanned in, or electronic text. It combines the read-aloud feature with highlighting and other reading/writing tools.

- ZoomText (link to user guide)
  ZoomText is primarily used by people with low vision to magnify what's on the screen. It also has screen-reading capability.

For Immediate Assistance

For non-urgent questions, please email: atcemail.lib.msu.edu

If you need immediate help with Library ATC, you may call:

Emilia Marcyk, Library Liaison to Resource Center for Persons with Disabilities, 517-864-6455

Paul Cooper, Systems, 517-864-0870

Rendi Junus, Electronic Resources, 517-864-2878

Assistant Software for Community Borrowers with Disabilities

The computer for community borrowers is located on the far right of the room (north side).

- System Access to Go
  A free screen reader which is installed on the Selected Resources machine in the ATC.
Contacts

At the Library
Emilia Marcyk, Library Liaison to Resource Center for Persons with Disabilities, 517-432-6455.
Pam Cooper, Systems, 517-884-0870
Rami Jumaa, Electronic Resources, 517-432-6455

At RCPO
At Resource Center for Persons with Disabilities (RCPO), assistive technology specialists are:
Stephen Blesser, 517-432-6191

ATC Access & Login
Users must go to Circulation Desk. Those with MSU ID will have their PID recorded. Circulation Desk staff will unlock the door for users.
The two MSU student/faculty/staff computers require a login. MSU users should already have the login information, via being registered with RCPO.
Services to Library Users with Disabilities

System-wide Disability Access

The University of Minnesota Libraries is committed to serving users with disabilities by providing special assistance to facilitate use of the collections and services. All staff working in public service areas of the Libraries will make every effort to accommodate reasonable requests from users with disabilities. In order to take advantage of some library services, you must be registered with Disability Resource Center. To register click here or call (612) 626-1333.

If your needs in the Libraries are not being met or if you have comments or suggestions, please notify us.

Contact: Phil Judds Email: pjad@umn.edu Phone: 612-626-9105

Get It Book Delivery

Get It Book Delivery service includes delivery to any University of Minnesota campus library location for materials owned at University Libraries.

Proxy Cards

Any student, staff, and faculty member with a mobility or visual impairment may request a proxy card for his or her personal assistant to charge out library materials. For further information or to pick up an application form click here or contact the Circulation Desk at Wilson Library, (612) 624-3321.

Access Available by Library Location

- Elmer L. Andersen Library
- Biomedical Library
- Marathi Library
- Walter Library
- Wilson Library
- Architecture and Landscape Architecture Library
- Mathematics Library
- Music Library
- Veterinary Library
- Locations of Specialized Equipment
Wilson Library


Maps to this Library

Paper: available at library service points
Web: Wilson Library

Access to Collections

- Paging Services
  - On demand paging from the book and periodical stacks is available through the Circulation Desk on the 1st floor Monday through Friday, 8 am to 5 pm; Saturday, 1 pm to 5 pm; Sunday, 3 pm to 5 pm. If you cannot come to the library during these hours, call the Circulation Desk at (612) 624-3321 during paging hours and request the materials be paged and held for you at the Circulation Desk. If possible, paging requests should be submitted in advance, either in person or by telephone.
  - Up to three reserve readings can be held for a patron. If possible, call in advance to (612) 624-3321. For further information or to request exceptions regarding the number of items and length of loan period, contact a full-time staff member during daytime business hours (Monday through Friday, 9 am to 4:30 pm).
  - Students must be registered with the Disability Services Office to receive paging services.

- Parking
  - Nearest accessible parking is located in the 19th Avenue Ramp and the 21st Avenue Ramp.

- Building Entrances
  - There are two public entrances: one on first floor and one at the basement level. Both entrances have automatic doors. A basement tunnel connects Wilson Library to Blegen Hall, Carlson School of Management, Ferguson Hall, Humphrey Center, and Social Sciences Building.
  - strong>-Elevators
  - Elevators are located in the center of the building and are wheelchair accessible.

- Restrooms
  - Restrooms are located on all floors except the first floor. Building maps are available at the Information Desk on the first floor.

- More Information
  - For additional information on the library, check the Wilson Library web page.
Specialized Equipment

Below is a list of other specialized equipment provided by the University Libraries and the name of the libraries they are located in.

Closed Circuit TV Reader
- Walter Library
- Wilson Library

Wheelchair Height Workstation
- Andersen Library
- Bio-Medical Library
- Magrath Library
- Walter Library
- Wilson Library
- Architecture Library
- Music Library

Wheelchair Height Microfilm Reader
- Bio-Medical Library
- Magrath Library
- Walter Library
- Wilson Library
- Music Library

Telephone with TTY
- Walter Library
- Wilson Library

Useful Resources

Accessibility
Computer Accommodations Program
Disability Resource Center Registration
Ebscohost Databases
Proxy Card Application
For more information:
Phil Dustes
Email: duda0014@umn.edu
Phone: 512-626-9105
NEW YORK PUBLIC LIBRARY
Accessibility
https://www.nypl.org/accessibility
Representative Documents: Services, Facilities, and Technology

OHIO UNIVERSITY LIBRARIES
Persons with Disabilities
https://www.library.ohio.edu/services/persons-disabilities/
Accessibility

The University of Oregon is dedicated to the principle of equal opportunity in education, research, and service. The UO Libraries reflects this commitment by ensuring that collections, services, and facilities are accessible to all users. For further assistance or accommodation, please contact a staff member in person at any service desk or by phone, e-mail, or chat. Special accommodation requests not addressed below may be directed to spec@uoregon.edu, dean, director, special collections and University Archives, at (541) 346-1704.

Services

Locating or Reaching Library Materials
Library staff members will assist with locating or reaching-shelved library materials. Provide the location information of your items to the nearest service desk and a staff person will retrieve the items for you. If you have a large number of items that need to be retrieved, the staff person will pull several of them to get you started; the remaining materials will be pulled within 24 hours (during the week) and held for you.

Borrowing Library Materials Using a Proxy
Patrons who need regular assistance may apply for a UO Libraries Proxy card. Please contact staff at the Knight Checkout Desk at (541) 346-3065 or email for more information.

Assisted Photocopying
For assistance with photocopying, please ask staff at any service desk. You must provide a Duck Bucks card for the cost of the copies. If you have more copying than can be done immediately, you may be asked to leave your Duck Bucks card with the staff person, who will arrange for the copying to be done within 24 hours.

Classroom Assistive Listening Systems
Assistive Listening Systems (ALS) transmitters are integrated with the room's AV system to transmit any classroom audio such as microphone(s) or program audio to an Assistive Listening Device (ALS) over an FM transmission. ALSs function as an amplifier that bring any of room audio directly into the ear via an earphone, headphones, or a Neckloop Telecoil Coupler for Hearing Aids.

The Classroom Technology Services Team at University of Oregon is responsible for installing and supporting assistive listening systems (ALS) to general pool and joint controlled classrooms that have a microphone installed. More information about Classroom Assistive Listening Systems.

Accessible Technology

Workstations
Windows computers in the library, both academic workstations and Internet kiosks, offer standard Windows tools for accessibility -- magnifier, narrator, on-screen keyboard, and speech recognition.

Academic workstations, which are limited to use by current UO students, faculty, and staff, have ZoomTex and Read OutLoud installed.

Academic workstations on Macs include standard accessibility tools as part of the operating system, including zoom, voice over, dictation, media captions, spoken descriptions, and device control tools for users who have difficulty using mice or keyboards.

Labs for UO students
The University provides specialized accessible technology labs for students who have a referral from the Accessible Education Center. For more information, contact James Bailey, Adaptive Technology Advisor at (541) 346-1076.

Videos
The UO Libraries has video and moving image collections in many formats, covering all disciplines. Some videos and DVDs include closed-captioning. Contact Kiev Cure with questions about using videos.
Facilities

Knight Library
Accessible parking spaces are available on Kincaid Street between 1st and 2nd streets. The entrance to the Center for Media & Educational Technologies, located on the ground floor, has a push button access door that leads to the main lobby elevator. From the parking spaces, enter campus and turn right onto sidewalk that runs along the side of the building; the entrance is straight ahead. Upon entering the building, turn left, then make another left at the end of the hall, and then turn right at the yellow elevator sign. The elevator is at the end of the hall on the right and accesses the 1st floor (main lobby) and 2nd floor north (Special Collections and University Archives). A second entrance, at the east front of the Knight Library (the doors to the left when facing the front of the library) has a ramp leading to the door with push button access. To access Special Collections from this entrance, turn right just beyond the Circulation/Information Desk, there is an elevator to the left in the west hallway. Please see floor maps or call (541) 346-3065 for more information.

Allan Price Science Commons and Research Library
The Price Science Commons is located at 1344 Franklin, which is in the courtyard and basement between Willamette Cascade, Onyx, and Kiernan halls. There is an exterior door at upper level or interior doors at the basement level from Onyx or Kiernan. The library has an elevator inside, and there is one in Onyx which reaches the basement. Call (541) 346-3075 for more information.

Design Library
From the south entrance of Lawrence Hall go straight to the far end of the hall. The elevator is near the exit. Between Pacific Hall and Lawrence Hall (from the parking lot near Franklin Street), enter the door and go right to the elevator. Go up to the second floor and then straight to the other end of the hall (room 200). Call (541) 346-3037 for more information.

John E. Jaqua Law Library
A ramp leads to the main entrance to the School of Law on 15th and Agate Streets. The elevator is on the right. Go to the second floor and down the hall (Room 270). Call (541) 346-3088 for more information.

Mathematics Library
The Mathematics Library is located in Fenton Hall. Access to the stacks is limited, but the reading room is accessible and staff there can page materials. Enter the building via the door on 13th and proceed to the elevator; the reading room is on the second floor directly across from the elevator.

Oregon Institute of Marine Biology Library
Contact Clara Pazzola, OMB Library at (541) 346-2581.

Portland Library and Learning Commons
Contact library staff at (503) 312-3677.

Campus Resources
Accessible Education Center
Email: aeec@uoregon.edu
Web: http://aeec.uoregon.edu
Telephone: (541) 346-3155
TTY: (541) 346-1083
Fax: (541) 346-6013
Large Campus Accessibility Map
Butler Assistive Technology Room: Butler Home
https://guides.library.upenn.edu/butler
Representative Documents: Services, Facilities, and Technology

SYRACUSE UNIVERSITY LIBRARIES
Accessibility
https://library.syr.edu/accessibility/index.php
Retrieving Items from Book Stacks

Staff at any Circulation desk will pull materials for students when the materials are not physically accessible for any reason, e.g. aisle is not wide enough, material is too high on shelf, or call numbers are difficult to read or see.

These desks include:
- 1st floor Bird Circulation Desk
- 3rd floor Bird Service Desk
- Carnegie Library Service Desk
- King + King Architecture Library Service Desk (Slocum Hall)

Note: In Bird Library, the aisle width between the stacks accommodates wheelchairs. This is not true for stack areas in Carnegie Library.

Helpline

In Bird Library only, users who need assistance may call or text the Helpline service from anywhere in the building and a staff member will go to the user’s location to assist. Helpline is offered during the same hours as the service desks on the 1st floor of Bird.

Helpline: 315-443-7047

Study Spaces

- Assistive technology room (Room 113)
  - 1st floor of Bird Library, rear the Waverly entrance, open 24/5 (same hours as floors LL-2). See the hours page for more building hours information.

- Study Rooms
  - Reservable “quiet rooms” in Bird Library for use by all students, including those working with readers or other assistants. See the study rooms page for locations and reservation information.

- Quiet Study Areas
  - Designated quiet spaces are located throughout Bird Library.

Copying, Scanning, or Printing

Staff at library service desks will assist library users with disabilities making copies or scanning documents on public copiers/scanners in their area.
Accessibility Services

The University of Virginia Library seeks to provide all patrons with a welcoming, productive, and safe environment. We are committed to providing equitable access to our collections as well as to library services. The Library offers a variety of services and equipment in support of research and academic endeavors for all regardless of physical or cognitive ability.

- Get Help from the Library
- Types of Help Available from the Library
- Help for Captioning Videos: Media Accessibility Resources
- Assistive Technologies
- Other Accessibility Resources on Grounds

Get Help from the Library

If you have an immediate accessibility issue in a library space or with a library service:

- Call an individual library, use our Ask a Librarian services, or call our general number 434-924-3021.

For non-urgent accessibility requests in a library or on grounds:

- Submit an issue to UVA’s Report a Barrier service.
  - Barriers may include things such as an inaccessible UVA website, an inoperative elevator, a blocked access ramp, the need for a curb cut, or other lack of access to an event or program.
  - Note: This service is managed by UVA’s ADA Coordinator.

To plan a library visit:

- Contact Todd Burks, Library Accessibility Coordinator.
  - Office phone: 434-924-3382
  - Email: tbo2e@virginia.edu
  - Consult UVA’s Accessible Parking, Transportation, and Routes and Accessibility Maps

If you experience accessibility problems with the library website:

- Submit a description of the issue by using the “Site Feedback” or “Virgo Feedback” links at the bottom of our webpages.

Representative Documents: Services, Facilities, and Technology
Types of Help Available from the Library

Don't hesitate to contact Library staff with any questions you may have. Depending on individual needs, staff are ready to help users with special accessibility concerns.

For most inquiries, including research questions and general library help, ask library staff using our Ask a Librarian services.

Some ways in which we can help include:
- Retrieving books in the stacks
  - For users with physical limitations
- Ordering materials in large print and special formats via Interlibrary Loan
- Digitizing research and course materials
  - Advance notice required
- Event accommodations
  - Contact the Library Events Team
- Specialized study arrangements

Help for Captioning Videos and Other Audio Files

Media Accessibility Resources

The Library is a contact point for finding Media Accessibility Resources such as those listed below. We can direct you to appropriate resources for creating accessible media, but we do not currently provide other services in this area.

Here you can find:
- Captioning Basics
- UVA-approved vendors who can caption existing digital media
- Information about federal and Virginia state laws regarding accessibility and media

For more information, contact Leigh Rockey, Media Collections Librarian, at ler44k@virginia.edu.
Disability Services

Memorial Library offers a range of services for individuals with disabilities.

Assistive Technologies

UW-Madison Students & Staff

Two adaptive computer workstations in infoLab (DoIT), Room 140
- Available to students, faculty, staff
- Includes Braille printer and other assistive technology
- infoLab website details available equipment.

In addition, the McBurney Center Learning Resources Room (377) offers a variety of adaptive technologies to registered students with disabilities.

Public Use

One adaptive computer workstation in Reference Department, Room 262, includes these features:
- Adjustable table
- Screen Magnification
- Intelliekeys adapted keyboard
- Trackball for Graphical User Interface use

DoIT website has information on accessibility services campus wide.
Building Accessibility

- Entrances on Library Mall (State Street) have buttons for automatically opening doors.
- All floors are accessible by elevator.
- Several tables are adjustable in 2nd floor reference area.
- Not all stacks areas are accessible but assistance may be requested at the Circulation Desk.

Research Assistance

Library patrons who need accommodation may consider these alternatives:

- Ask a Librarian
- Reference Desk staff (Room 262) can give limited assistance and can refer as needed.
- Request books from UW-Madison and UW-System libraries to be delivered to Memorial Library (or any other UW-Madison library) via “Place a Request” in the Library Catalog.
- Workshops & Events are available to anyone. If possible, please let staff know ahead of time if you’ll need accommodation of any sort. Also note that individual sessions may be requested.

Paging Services

Library patrons who need accommodation may consider these alternatives:

- Regular paging services are available to those registered with the McBurney Center on campus. Phone contact: (608) 263-2741
- Request occasional assistance in retrieving books at Memorial Circulation Desk, 1st floor.
- Paging requests for books from UW-Madison and UW-System libraries can be made via “Place Requests” in the Library Catalog. These materials will be delivered to Memorial Library or any other UW-Madison library you specify.
- Paging requests for articles (on-campus and off) and all other materials can be made through InterLibrary Loan.

Digital Delivery

- Students with print disabilities may request materials in electronic format. They must first contact McBurney Center staff to get authorized for the service. Once they have done that, ask McBurney staff to email ILL staff to set-up their account.
- Employees with print disabilities may request materials in electronic format. They must first contact their Divisional Disability Representative (DDR) to get authorized for the service.
  They can also contact Barbara Lanser, Disability Coordinator/Employment (blanser@cdw.wisc.edu) with additional questions. Once they have done that, ask their DDR to email ILL staff (qml@library.wisc.edu) to set-up their account.
Requests for electronic books or articles should be made by registered users through the ILL system or they should contact ILL staff for assistance in placing their requests.

The process of reformating materials may take up to four weeks, longer if large quantities are requested and during peak times. In general, the University of Wisconsin Libraries will scan all printed pages, process any non-graphical text using Adobe Acrobat's built-in text recognition, and provide the resulting PDF file. Please contact Interlibrary Loan staff if they require other arrangements.

Section 121 of the U.S. Copyright Act governs reproduction of copyrighted works for users with print disabilities. Further reproduction or distribution in a format other than a specialized format exclusively for use by blind or other persons with disabilities is not permitted under Section 121.

When the materials become available the user can access it through their ILL Account.

Emergencies

In case of building evacuation, if you can’t use the stairs, remain in elevator lobby until emergency services can reach you.

In case of severe storms, seek shelter in areas designated on maps in elevator lobbies. Emergency phones are located in all elevator lobbies.

Contact/Feedback

Lee Konrad (Associate University Librarian – Technology Strategies and Data Services)
Phone: (608) 265-4564.

McBumey Disability Resource Center is the place to contact with feedback about Memorial Library’s Learning Resources Room.

We want to serve your needs. If you have questions or suggestions you may also use our feedback/suggestion form.
Statements
UNIVERSITY OF FLORIDA
Disability Resource Center
https://drc.dso.ufl.edu/

OUR MISSION

The Disability Resource Center celebrates disability identity as a valued aspect of diversity. We champion a universally-accessible campus community that supports the holistic advancement of individuals with disabilities.

OUR VISION

The DRC envisions a campus where all individuals are seen as valued, skillful, and contributing leaders of our society. We envision an inclusive community that removes architectural, technological, and attitudinal barriers. We believe in providing all students with accessible opportunities that aid in their personal and professional development. We strive to foster spaces that empower students with agency to their own education and future.

Whether visiting our webpages as a prospective student, a current student, a family member, or a faculty member supporting a student with a disability, the Disability Resource Center hopes that the information contained on our webpages provides insight about our dedication to provide the best services and support possible. Please contact our office at 352-392-6566, fax us at 352-392-6570, contact us via e-mail at accessUF@vsa.ufl.edu, or stop by our office at 0001 Building 0020 (Reid Hall) if you have any questions or concerns.
Welcome to the SDRC!

The Student Disability Resource Center (SDRC) was established to serve as an advocate for Florida State students with disabilities and ensure that reasonable accommodations are provided. Florida State University is committed to providing a quality education to all qualified students and does not discriminate on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans’ status, marital status, sexual orientation, gender identity, gender expression or any other legally protected group status. Providing services to more than 2,000 students, the Student Disability Resource Center is committed to ensuring the success of each Florida State University student. Through the provision of academic accommodations, testing support, assistive technologies, coaching and a space for students to feel part of the FSU community the SDRC creates an environment of success.

Student Star Demi Nicks

Florida State University graduate student Demi Nicks has built her college career around her love of music. As a teaching assistant in the College of Music, she hopes to spread that passion to her students. Nicko is a member of the FSU organization University of Choice (UoC), where she promotes awareness, inclusion and accessibility for persons with disabilities. She wants to help change the way that they are perceived, break stigmas and inaccurate assumptions and set a positive example for others.

FULL INTERVIEW
Representative Documents: Statements

UNIVERSITY OF GEORGIA LIBRARIES
UGA Libraries Policy on Services to Patrons with Disabilities
http://www.libs.uga.edu/disabilities/policy
The MSU Libraries’ Accessibility Statement

The MSU Libraries are committed to providing equal access to library collections, services, and facilities for all library users. It is a priority for the MSU Libraries to select and acquire, whenever possible, resources and technologies that are accessible to all and compliant with the Americans with Disabilities Act. For library collections that aren’t accessible, we are committed to providing reasonable accommodations and timely access to users with disabilities.

For assistance, or if you have suggestions or comments, please contact: accessibility@lib.msu.edu.
Why We Care About an Accessible U

Welcome to the NEW Accessible U

Implements usability for all

Accessibility means making your project usable by people of all abilities. Usability means making it easy for your audience to accomplish their goals. Just six core skills will contribute to a more digitally accessible campus.

It’s the right thing to do

Access to information is a human right. We’ll create a more Accessible U through community awareness, institutional commitment, as well as personal acceptance and adoption.

It’s the law

The Americans with Disabilities act says information must be accessible. Why not contribute voluntarily toward this effort, instead of as a result of a lawsuit?
Library Accessibility Services home

The University of Waterloo Library is committed to excellence in serving all of our user groups, including people with disabilities. We strive to provide services and resources in a way that respects the dignity and independence of all members of our community at all times. We also commit to giving people with disabilities the same opportunity to access our services and resources and allowing them to benefit from the same services, in the same place, and in a similar way as other users.

Accessible Customer Service Commitment
We offer a range of services, technology and study space to help you research and study more effectively.

To use our services, you must be registered with Accessibility Services, Needless Hall 4401.

Contact Library Accessibility Services
Dana Porter Library, Room 4401
University of Waterloo
Waterloo, Ontario N2L 3G1

https://uwaterloo.ca/library/accessibility/
About Library Accessibility Services

To meet the requirements of the Accessibility for Ontarians with Disabilities Act (AODA) Customer Service Standard, the Library has:
- published its Customer service commitment, and
- trained library staff in accessible customer service.

We have created a Toolkit to help assist staff with turning the requirements of the legislation into everyday practices.

In order to increase accessibility throughout, barrier-free design is a priority for library renovations.

In compliance with the Ontarians with Disabilities Act (2001), the Library published its Accessibility Plan in 2003.

As part of the plan, the Library surveyed the information and accessibility needs of students with disabilities. The survey was carried out in conjunction with the former Office for Persons with Disabilities.

In 2004, the Ross and Doris Dixon Charitable Foundation created an Adaptive Technology Fund to assist with purchasing equipment and furnishings that enhance the Library's services to persons with disabilities. The inaugural purchase by the Library was a colour video magnifier to be used by patrons with low vision. We are grateful to the Foundation for their continuing support.
Accessibility

The UW-Madison libraries are committed to providing access to all library facilities and collections for people with disabilities. Whenever possible, the libraries will select and acquire resources and technologies that are accessible to all in full compliance with the Americans with Disabilities Act. For those parts of the historical library collections that are not accessible, the libraries are committed to providing reasonable accommodations and timely access in appropriately reformatted media that are accessible to disabled library users.

Facility Accessibility

- See campus building accessibility maps for general information.
- Visit specific libraries’ websites for additional information about library accessibility.

Research Assistance

- Contact a librarian for individual assistance.

Access to Print or Online Materials

- Digital Delivery provides accessible electronic versions of library materials for students and employees with print disabilities.
- Request books from UW-Madison, UW-System, or other libraries to be delivered to the library of your choice.
- Scan documents to email using networked library photocopiers. Use these scanners to send a PDF copy of documents to email and then use software with optical character recognition to convert the images to text for reading.
- Request electronic copies of articles or request electronic copies of book excerpts when online access is not available.

Access to Course Materials

- Contact the McBurney Disability Resource Center for additional assistance in captioning or document conversion services for course-related materials.
Policies
Americans with Disabilities Act (ADA) Policy Statement

http://manoa.hawaii.edu/library/help/ada/ada_policy/

American with Disabilities Act (ADA) Policy Statement

Introduction
The University of Hawai‘i at Manoa Libraries (UHM Libraries) are committed to a policy of equal access to their collections, facilities, and services. These policies and procedures ensure that persons with disabilities will not, on the basis of that disability, be denied equal access to library resources. It is the responsibility of all library staff to adhere to this policy of equal access to library resources. UHM Libraries recognize their legal obligations to make available reasonable and appropriate accommodations designed to provide access to library resources for library users with self-disclosed disabilities. For UHM students with disabilities and related extensive need for accommodation, the library will coordinate services with the KOKUA program.

This document is subject to change. Individuals should contact the Head of the Public Services Division to inquire about any revisions or updates to this document.

Definitions
“Persons with disabilities” means persons who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such impairment. “Reasonable and appropriate accommodations” means facilities modifications and/or service adjustments determined by library staff in consultation with the disabled library user, KOKUA Program, or other appropriate resource. Assistive technology and assistance with book renewal and photocopying are examples of reasonable and appropriate accommodations.

Part I: Policy Statement
In compliance with federal civil rights law relating to persons with disabilities, the University of Hawai‘i is committed to a policy of nondiscrimination solely on the basis of disabilities status. The University of Hawai‘i at Manoa is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to, and participation, treatment and employment in the University's programs, activities, and services. Sexual harassment is prohibited under this policy. This policy applies to all UHM Libraries materials and facilities, including but not limited to its physical collections, electronic resources, and computer access.

Part II: Rights and Responsibilities
A. The Libraries UHM Libraries recognizes that their basic responsibility is to identify and maintain the academic and technical standards that are fundamental to providing quality resources while ensuring the rights of persons with disabilities. To meet this obligation, UHM Libraries:
- have the responsibility to ensure that all of its resources, viewed in their entirety, are accessible;
- have the right to select among equally effective methods of accommodating persons with disabilities;
- have the right to refer persons with disabilities to the appropriate agency with requests for accommodations that exceed those currently possible at the libraries;
- have the right to deny a request for services for persons with disabilities. If a request is denied, the libraries have the responsibility to inform the individual of the reasons for the denial;
- have the responsibility to identify themselves as needing appropriate, reasonable accommodations for persons with disabilities;
- have the responsibility for making their needs known in a timely manner;
- have the same obligation as any library user to comply with library policy and procedures.

B. Persons with Disabilities Persons with disabilities have the right to an equal opportunity to use and benefit from resources at the libraries. To ensure this right, persons with disabilities:
- have the responsibility to identify themselves as needing appropriate, reasonable accommodations for persons with disabilities;
- have the responsibility for making their needs known in a timely manner;
- have the same obligation as any library user to comply with library policy and procedures;
- have the right to confidentiality of all information regarding their disability. Persons with disabilities have the right to choose to whom information about their disability will be disclosed.
Purchasing Procedures for Electronic Resources

As stated in the MSU Libraries’ Accessibility Statement, it is a priority to select and acquire, whenever possible, resources and technologies that are accessible to all. To help us work toward more accessible library resources, we have implemented accessibility purchasing procedures for electronic resources (e-resources) that we purchase from vendors/publishers.

As part of these procedures, the Libraries is asking publishers/vendors:

- For accessibility contact information.
- For Voluntary Product Accessibility Templates (VPATs) and/or other accessibility documentation.
- To accept/insert accessibility language into our e-resource licenses/contracts. The MSU Libraries asks vendors to accept the accessibility license language developed by the Big Ten Academic Alliance Libraries.

Big Ten Libraries’ E-Resource Accessibility Efforts

The MSU Libraries is helping lead efforts in the Big Ten Academic Alliance Libraries related to e-resource accessibility. In addition to creating accessibility license language for vendor e-resources, the Big Ten Libraries are collectively funding third-party accessibility evaluations of library e-resources. This program provides vendors with a report and the opportunity to improve the accessibility of their products while giving members of the library community information about the accessibility of specific library e-resources.

Accessibility & MSU Libraries’ Digital Collections

Accessibility is also a priority for digital collections created by the MSU Libraries. We have staff in our Digital Information unit working on ensuring new digital collections are created with accessibility in mind and that the accessibility of older collections is improved.
RUL 02.61.08 – Unassisted Access to D. H. Hill Library (Hillsborough Street Entrance)

Authority: Vice Provost and Director of Libraries


Additional References:
Application for Unassisted Access to D. H. Hill
Contact Info: Vice Provost and Director of Libraries (919)515-7188

1. Purpose
To set forth procedures for obtaining unassisted access to D. H. Hill Library's Hillsborough Street Entrance for disabled users, while maintaining library security and protecting collections.

2. Access to D. H. Hill Library's Hillsborough Street Entrance
D. H. Hill Library has an electronic door-opening system that provides unassisted access to the building from the Hillsborough Street Entrance for those with mobility disabilities.

3. Eligibility
3.1 Users affiliated with NC State University who have mobility disabilities are eligible for an electronic proximity access card to the system. See Application for Unassisted Access to D. H. Hill

3.2 Eligibility for an electronic proximity access card is determined in the same way as eligibility to use campus handicapped parking. Verification of a current, approved NC State University Division of Transportation handicapped parking application or placard is acceptable to establish eligibility for permanent or temporary access to the D. H. Hill Library through the Hillsborough Street Entrance.

3.3 An applicant must meet one or more of the following criteria:
   3.3.1 Cannot walk without use or assistance of a wheelchair, brace, cane, walker, crutches, prosthetic device, another person, or assistive device;
   3.3.2 Cannot walk 200 feet without stopping to rest;
   3.3.3 Uses portable oxygen;

READ VERSIONS OF RUL 02.61.08
View past versions of this rule.

SUBMIT FEEDBACK
We encourage you to submit feedback if you have comments or questions about this rule.

VIEWALL...
All Policies
All Regulations
All Rules
All Repeated
All Student PPMs

SELECT A CATEGORY
Governance & Administration
Academic Affairs
Advancement
Campus Environment
Personnel
Extension & Engagement
Finance Operations & Auxiliary Services
Information Technology
Intercollegiate Athletics
Research & Sponsored Activities
Student Activities & Services
3.3.3 Uses portable oxygen;
3.3.4 Has restricted mobility due to a respiratory, cardiac, arthritic, neurological, or orthopedic condition; and/or
3.3.5 Is totally blind or has severe visual impairment.
3.4 Temporarily approved access may be given for non-chronic mobility impairments, to include:
3.4.1 Temporary mobility impairment due to recent surgery, accident, or illness.
3.4.2 Pregnancy when there are exhausting circumstances, complications or limitations.

4. Approval Process

4.1 Permanent Access Cards
4.1.1 The NCSU Libraries Administration bases its approval on information supplied by the applicant, and upon verification of affiliation status by the appropriate university unit.
4.1.2 Final decisions will be made five (5) working days of receipt of an application.
4.1.3 Once approved, electronic proximity cards will be sent by mail to the applicant or delivered by campus mail, if possible.
4.1.4 Permanent approvals are usually for a period of one year.
4.1.5 Permanent approvals may be renewed unless there is a change in status, such as separation from NC State University.

4.2 Temporary Access Cards
Temporary approvals are issued for a specified period of time in accordance with the physician’s recommendation.

4.3 Misuse of Electronic Proximity Access Cards
4.3.1 Proximity cards are considered misused if they are loaned to or used by any unauthorized person.
4.3.2 Proximity cards whose period of use has expired will be invalidated electronically.
4.4 Fees for Proximity Cards
There is no fee associated with the use of a proximity card, but persons who do not return a card upon expiration of the approved use period will be billed for the cost of replacing the card.

Audience: Faculty, Staff and Students
Category: Library
REG 04.20.05 – Service Animals for Persons with Disabilities

Authority: Provost & Executive Vice Chancellor


Related Policies:
- NC State Policy 20.01 – Academic Accommodations for Students with Disabilities
- NC State Policy 20.02 – Equal Opportunity and Non-Discrimination Policy Statement
- NC State Policy 06.02 – Reasonable Accommodations in Employment
- NC State Policy 29.01 – Faculty Grievance and Non-Reappointment Review Policy
- NC State Policy 29.02 – FrsA Grievance and Appeal
- NC State Policy 60.01 – Grievance Procedure for Undergraduate Students

Contact Info: ADA Coordinator, (919-513-2798)

1. Introduction
In accordance with Section 504 of the Rehabilitation Act of 1973 (“Rehab Act”), the Americans with Disabilities Act of 1990 (“ADA”), and state law, North Carolina State University (“NC State”) may be required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs, or activities. The university acknowledges the health and safety interests of its general community. This regulation addresses the use of service animals on campus by qualified individuals with disabilities. Pets and therapy animals are not considered service animals and therefore are not covered by this regulation.

2. Definitions
2.1 Service animal means any guide dog, signal dog, or other animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing animal protection or rescue work, pulling a wheelchair, or fetching dropped items. If an animal meets this definition, it is considered a service animal for purposes of this regulation even if it has not been licensed or certified by a state or local government, or by a private agency.

2.2 Pet means a domestic animal kept for pleasure or companionship.

2.3 Therapy animal means an animal with good temperament and disposition, and who has reliable, predictable behavior, selected to accompany people with disabilities. The animal may be incorporated as an integral part of a treatment process. A therapy animal does not assist an individual with a disability in the activities of daily living. The therapy animal does not accompany a person with a disability at all times, unlike a service animal that is always with a person with a disability. Therapy animals are not considered to be service animals under this regulation or other disability law.

2.4 Disability means a physical or mental impairment that substantially limits one or more major life activities of an individual.

2.5 Visitor means a person other than a student, faculty member, or employee of NC State who is a guest on campus and/or who participates in a university program, service, or activity.
3. Responsibilities of Persons Using Service Animals

3.1 The care and supervision of a service animal is the responsibility of the person using the animal’s services (hereinafter "owner"). The owner must ensure that the animal is in good health and has been vaccinated against diseases common to that type of animal as recommended by the American Veterinary Medical Association. For example, dogs should have routine maintenance for flea and tick prevention, deworming, and have annual examinations.

3.1.1 Dogs must wear a rabies tag. [NC Rabies Law N.C. Gen. Stat. § 130A-185] [City of Raleigh Cens. 12.3008] If an animal other than a dog is to be used as a service animal, the Director of University Animal Resources must approve the health requirements regarding that animal. The owner must comply with the City of Raleigh ordinance [Sec 12-301] requiring that all dogs be licensed.

3.1.2 The owner must keep the service animal on a leash/lead when the animal is in a public area (i.e., classroom, library, common area of a residence hall, outdoors on campus, etc.), unless the service animal is required to perform a task that it could not accomplish while on a leash/lead or the owner is otherwise unable to maintain the animal on a leash/lead due to a disability, in which case the owner must be able to maintain control over the animal. The owner does not need to keep the service animal on a leash/lead in private areas assigned to the owner (e.g., the owner’s office or residence hall room) or private areas assigned to a third party if the third party consents to the animal being off leash/lead.

3.1.3 The owner must be in full control of the animal at all times.

3.1.4 The owner is responsible for the cost to repair any damage done by the service animal to university property.

3.1.5 If a student plans to live on campus, the owner must notify University Housing in writing about his/her need to have a service animal in campus housing at least two months prior to the date when prospective housing will be needed. University Housing, in consultation with the ADA Coordinator, shall process such requests.

3.1.6 Any student who violates any provision of this regulation is subject to discipline under the Code of Student Conduct. Such discipline may include the restriction or removal of the service animal.
4. Responsibilities of the University Community

4.1 Members of the university community shall:

4.1.1 Allow a service animal to accompany the owner at all times and everywhere on campus except where specifically excepted by Section 5;

4.1.2 Not touch or feed a service animal unless invited to do so;

4.1.3 Not deliberately startle an animal;

4.1.4 Not separate nor attempt to separate a service animal from its owner;

4.1.5 In emergency situations:

4.1.5.1 Notify all safety and security personnel of the existence and possible location of service animals on campus;

4.1.5.2 Identify places where service animals will be dealt with in cases of emergencies; and

4.1.5.3 Provide training to safety and security personnel as to possible service animal responses to smoke, fire, wind, excessive rain, hail or flooding, noise, explosions, and similar emergency situations.

5. Areas Restricted to Service Animals

5.1 The university may prohibit the use of service animals in certain locations due to health or safety restrictions, where service animals may be in danger, or where their use may compromise the integrity of certain research. Such restricted locations include, but are not limited to, food preparation areas, certain research laboratories, mechanical rooms/custodial closets, wood/metal/machine shops, nuclear research areas, classrooms with demonstration/research animals, areas where protective clothing is necessary, and/or other areas where the animal’s presence may constitute a danger or a fundamental alteration of the program or activity conducted in the area. Access to restricted areas may be granted on a case-by-case basis by contacting the appropriate department and/or laboratory representative and the ADA Coordinator. The university will pursue an interactive process to determine whether or not admission of the service animal will be granted or denied. The person directing the work in the restricted area will make the final decision regarding access based on the nature of the activities occurring in the area and the best interest of the animal.
6. Removal of Service Animals

6.1 The university has the authority to remove a service animal from its grounds or facilities if the service animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal’s behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the university’s services, programs, or activities. If such behavior or condition persists, the owner may be directed not to bring the animal into public campus areas until the problem is rectified.

7. Conflicting Disabilities

7.1 If another person on campus has a covered disability under the ADA and it includes an allergic reaction to animals, and that person has contact with a service animal approved for presence on campus, a request for assistance will be made to the ADA Coordinator who will consider all facts surrounding the contact and make an effort to resolve the issue.

8. Appeal Procedure

8.1 In the event of a dispute about an accommodation relating to a service animal, or an animal restriction, a complaining party, who is a member of the university community (i.e. student, EHRA employee, SHRA employee, etc.) may file a formal grievance through the established grievance procedure applicable to that classification of individual. All others should contact the Office for Equal Opportunity to file a complaint.

Audience: Faculty, Staff, and Students.
Category: Health, Safety, and Welfare
AD69 Accessibility of Electronic and Information Technology

Policy Status: Active
Policy Steward: Vice President for Administration

Contents:
- Purpose
- Scope
- Definitions
- Standards
- Policy
  - Active EIT
  - Legacy EIT
  - Archived Information Resources
  - Statement of Accessibility on all Web Pages and Web-based Applications
  - Exemptions from the Policy
  - Training and Resources
- Requesting Exemption from Policy
- Further Information
- Cross References

PURPOSE:
The Pennsylvania State University is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, online instructional content, services, and resources ("electronic information technology" or "EIT") for all its constituencies. This policy establishes standards for the accessibility of EIT considered necessary to meet this goal and ensure compliance with applicable local, state and federal regulations and laws.

SCOPE:
This policy applies to all official University electronic and information technology (EIT) used to conduct core University academic and business activities. Individual Web pages published by students, employees or non-university organizations that are hosted by the University and do not conduct University related business are outside the scope of this policy.

DEFINITIONS:
Accessible: means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.

Accessible format – the structuring and composition of digital documents and applications that are readable and usable by people with disabilities, using assistive technologies, and/or special configurations for user agents. These may include, but are not limited to: large print; recorded audio and DAISY format; HTML, MathML, and other digital formats; video captioning; and Braille.
Electronic and information technology (EIT) - Includes, but is not limited to, information resources such as web pages, websites and databases; web- and computer-based applications allowing for interaction between software and users; services employing information technology and telecommunications equipment.

Information resources - Includes web pages, videos, images, and other digital materials. Information resources differs from EIT in that it does not include technology components such as software applications and hardware devices.

Active EIT - EIT that is regularly accessed by people greater than or equal to 5 times per year is considered active.

Legacy EIT - EIT that is accessed less than 5 times per year.

Archived information resources - EIT containing core administrative or academic information, official records, and similar information that are no longer available to a wide audience, but are subject to record retention plans. Note that technology components such as software applications and hardware devices are not placed in an archive status.

Equally effective - means that the alternative format communicates the same information in as timely a fashion as does the original Web page. For interactive applications and hardware devices, "equally effective" means that the user action (e.g., registration) is accomplished in a comparable time and with comparable effort on the part of the requester.

STANDARDS:

Penn State has adopted widely accepted international and national accessibility standards and guidelines in order to ensure compliance with federal laws and regulations, particularly Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

Those standards to which AD69 requires conformance are the following:

- W3C WAI Web Content Accessibility Guidelines version 2.0 (or current version)
- WCAG2ICT Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies (or current version)
- AAM-HEA Accessible Instructional Materials in Higher Education Act (in development and pending legislative approval)

In the event that a person makes a request to make non-active EIT accessible, the unit responsible for its maintenance must make it compliant with the applicable standard, or provide an equally effective accommodation.

POLICY:

Active EIT:

EIT considered to be active must be in compliance with the applicable standards and guidelines described in the STANDARDS section of this policy.

Legacy EIT:

Legacy EIT must be updated to be in compliance with the applicable standards and guidelines described in the STANDARDS section of this policy, or the content must otherwise be made available in an equally effective accessible format, and in a timely manner, to any individual requesting access. The unit responsible for its maintenance must make it compliant with the applicable standards, or provide an equally effective accommodation.

Each University college, department, program, or unit must establish its own priorities and timetables for updating legacy EIT; or plan for its transition to archival status, or its removal. Priority must be given to creating accessible EIT for core institutional information such as course work, registration, advising, admission, and catalogs; and student, faculty, and staff information.

Archived Information Resources:

Information resources in archive status must be made available in an accessible format to any individual eligible for, and needing access to, such content. The unit responsible for its maintenance is responsible for providing the information resource in an accessible format.

Statement of Accessibility on all Web Pages and Web-based Applications:

All web pages and web-based applications must display in a consistent location (e.g., menu or text in the banner or footer) a statement, or link to a statement, referring to a commitment to accessibility by the University, college, department, program, or unit. In addition, each page must have a link allowing users to contact the designated responsible position or positions within a college, department, program, or help desk (instead of individuals, who often change positions or titles).

The link may point to Penn State’s accessibility statement: www.psu.edu/accessibilitystatement, or for full statements on web pages, the suggested language is:

The Pennsylvania State University is committed to making its websites accessible to all users, and welcomes comments or suggestions on access improvements. Please send comments or suggestions on accessibility to helpdesk@psu.edu.
OR:

“The [name of department or unit] is committed to making its websites accessible to all users, and welcomes comments or suggestions on access improvements. Please send comments or suggestions on accessibility to the [position to contact].”

Exemptions from the Policy:

The following circumstances may qualify as exemptions from this policy:

1. Where compliance is not technically possible or may require extraordinary measures due to the nature or intent of the information resource, application or service, a request for exemption must be made. Lack of sufficient funding for any particular college, department, program, or unit of the University would not be considered for an exemption.
2. Where compliance would result in a fundamental alteration of the information resource, application, or service, and not satisfy the original intent.
3. Where, in the case that information resources, applications and services that are procured through third party vendors or contractors; and that no alternative accessible products are available from other third party vendors or contractors, procurement can be made of a non-compliant product.
4. Where the product is not currently in compliance, but efforts are underway to fix the defects by a defined date.

Training and Resources:

Penn State has identified considerations and helpful hints for faculty, staff, and students that will assist in ensuring the accessibility of EIT maintained by University colleges, departments, programs, and units. Information is centrally located at http://accessibility.psu.edu/

REQUESTING EXEMPTION FROM POLICY:

Purchasers and developers of EIT may request exemption from meeting the requirements of this policy by completing the Policy AD69 Accessibility Exception Request, then submitting it to the ADA Compliance Office for review and approval if determined to be a justifiable reason for exception.

FURTHER INFORMATION:

For questions, additional detail, or to request changes to this policy, please contact the Office of the Vice President for Information Technology.

CROSS REFERENCES:

AD54 - Web Page Design and Image

Most recent changes:

• September 26, 2016 - Major updates have been made to the policy to reflect current standards and best practices.

Revision History (and effective dates):

• August 2, 2011 - New policy.

Date Approved: September 26, 2016
Date Published: September 26, 2016
Effective Date: September 26, 2016
Policy UL-AD15 Web Accessibility

Main Policy Content

Contents:
- Purpose
- Policy
- Guidelines
- Pages Authored Within the CMS
- CMS Development
- Libraries Applications and Pages Authored Outside the CMS
- Third Party Applications
- Cross References

PURPOSE:
This policy complements University Policy AD69 Accessibility of Penn State Web Pages and defines the Libraries’ Web accessibility requirements.

POLICY:
Creating and maintaining an accessible web site is an ongoing Libraries priority and responsibility. Our goal is to provide effortless access for all students, faculty, staff, and visitors to the University Libraries’ online resources. The Penn State University Libraries are committed to making the Libraries’ web site and resources accessible to all.


GUIDELINES:
The University Libraries will make a consistent effort to provide fully accessible Web pages for University students, faculty, staff, and visitors. If a user is one of these University categories identifies a need for Web page content that is not accessible and requests assistance, all reasonable efforts will be made to provide an accessible page.
Requests for exemption may be submitted by the unit to the University Libraries’ Web Liaison for review in cases where accessible access is not possible (e.g., the content due to its nature or format cannot be made accessible, the issue is with third party software and code changes cannot be made, etc.) or may require extraordinary measures. The Libraries’ Web Liaison will investigate the request, and if no other options are available, may submit the request for exemption in writing according to AD69 guidelines.

If it is not possible to make the page accessible, the unit or department will consult with the requestor and provide an equally effective alternative to the information whenever feasible. “Equally effective” means that the alternative communicates the same information in as timely a fashion as the Web page. For those sites or individual pages that cannot be made accessible, the unit or department representative may contact Adaptive Technology and Services in the office of Access Services or the University Libraries’ Web Liaison for consultation on providing an alternate format when requested by a University library user (faculty, student, or staff).

**PAGES AUTHORED WITHIN THE CMS:**

Standard Web pages authored within the CMS will be WCAG 2.0 AA compliant.

Authoring of pages with non-standard or non-text content may in some cases bring pages out of WCAG 2.0 AA compliance. I-Tech will be responsible for conducting monthly accessibility scans to ascertain whether any new posted content is accessible and will make authors aware of any inaccessible content on their pages. Authors will follow the recommended workflow in making their pages accessible. If pages cannot be made accessible, I-Tech will work with the page creator to create an accessible alternative in a reasonable timeframe.

**CMS DEVELOPMENT:**

Every effort has been made in development to create CMS components and templates that deliver pages that are accessible according to WCAG 2.0 AA. Any new components and templates developed by I-Tech will be written to ensure accessibility. Where necessary, components and code delivered by Adobe CQ will be customized to produce pages that are WCAG 2.0 AA compliant.

The footer on every page must contain the approved accessibility icon and associated link to the Libraries’ accessibility statement/guidelines.

**LIBRARIES APPLICATIONS AND PAGES AUTHORED OUTSIDE THE CMS:**

Libraries applications and web pages authored outside of the CMS will be WCAG 2.0 AA compliant. Responsibility for testing the accessibility of Web pages and Libraries applications resides with the creators and their unit or department. Pages or application must pass the automated accessibility scans with University-provided auditing software, and must also be manually checked with the use of assistive technology. The pages will be scanned as part of the weekly accessibility audit. Any accessibility issues will be reported to the responsible unit and corrected in a timely fashion. Contact: I-Tech for assistance in automated and manual web page scans and accessibility remediation.

**THIRD PARTY APPLICATIONS:**

The Libraries will include compliance with AD69 as a requirement in future RFPs and as an evaluation criterion for purchase of or subscription to third party software/resources.

The University Libraries’ Web Liaison will review the policy and guidelines annually.

**CROSS REFERENCES**

- University Policy AD69 Accessibility of Penn State Web Pages
- Web Content Accessibility Guidelines (WCAG) Version 2.0

Effective Date: September 19, 2005
Date Approved: September 19, 2005 (Dean’s Library Council)
WORLD WIDE WEB ACCESSIBILITY POLICY

POLICY

1. All new or revised Web pages and other Web resources published, hosted or otherwise provided by the University must be in compliance with the World Wide Web standards defined in the Federal Rehabilitation Act Section 508, specifically subsections 1194.22 and subsection 1194.31.

   a. Reasonable effort must be taken to ensure that legacy Web pages and resources are in compliance with these subsections of Federal Rehabilitation Act Section 508 no later than November 1, 2003. That effort must be documented. Legacy Web pages and resources will be considered those that are published prior to November 1, 2001.

   b. Upon specific request, information on legacy Web pages and resources is to be made available to any individual needing access to such content, by revision or otherwise. The unit responsible for the creation of the information on the Web is responsible for providing that access.

   c. Upon specific request, information on Web pages and resources in archive status (e.g. no longer in use but subject to records retention plans) containing core administrative or academic information, official records, and similar information is to be made available/accessible to any individual needing access to such content, by revision or otherwise.

   d. What constitutes a Web page or other Web resource is to be interpreted broadly, and for example, does not depend upon the type of client or host device, the type of software on the client or host devices, or the technical means by which the client and host communicate over the Web.

2. Web pages or resources specifically requested to be made accessible as part of a formal accommodation request shall be made accessible as soon as possible, or an equally effective alternative shall be provided. Equally effective means that it communicates the same information and provides the equivalent functions in as timely a fashion as does the Web page or resource.

3. For items 1 and 2 above, undue administrative or financial burdens may contribute to a determination that alternative formats be used to provide the information to individuals requiring use of the information. If compliance in specific instances appears to be impossible or an undue burden, the Office of the Chief Information Officer (CIO) may grant exceptions.

4. Each Web site must contain an accessible link or a person to contact if users have trouble accessing content within the site. This would usually be the Web developer or publisher. The addition of a link or contact person is not sufficient, in and of itself, to comply with the World Wide Web Accessibility Policy.
BACKGROUND

The World Wide Web is a major, if not a primary, source of information for many people. Acknowledging that the University of Wisconsin--Madison (hereafter referred to as the “University”) is engaged in Web development and publishing for all its constituencies, this policy establishes minimum standards for Web accessibility.

The University, along with UW System, endorses the Guidelines of the World Wide Web Consortium (W3C) as the standard for World Wide Web accessibility and compliance with the Americans with Disabilities Act. W3C is composed of over 400 member organizations worldwide (public and private) developing common protocols to promote the evolution of the World Wide Web and ensure its interoperability. As part of its work, the W3C has developed accessibility guidelines for the World Wide Web. The standards of the Federal Rehabilitation Act (Section 508) are consistent with the W3C Guidelines and provide achievable, well documented guidelines for implementation.

AUTHORITY

This policy is issued by the Vice Provost for Information Technology.

ENFORCEMENT

If necessary, at the discretion of the university leadership or their designees, some or all non-compliant portions of Web pages and resources may be brought into compliance by designated staff or contractors and the expense of that work may be charged to the UW–Madison unit that is responsible for assuring the accessibility of that information on the Web.

RELATED DOCUMENT

The associated Implementation Procedures are an extension of the policy.

CONTACT

Please direct questions about this policy to accessibility@cio.wisc.edu.

WORLD WIDE WEB ACCESSIBILITY IMPLEMENTATION PROCEDURES FOR THE UW–MADISON WORLD WIDE WEB ACCESSIBILITY POLICY

These procedures implement the UW–Madison World Wide Web Accessibility Policy. The rationale is discussed in the background section of the policy.

PRIORITY OF IMPLEMENTATION

Priority should be given to creating accessible Web pages and resources for core institutional information such as course work, registration, advising, admission, catalogs, and student services information. Units with large Web sites and resources containing core institutional information should establish priorities for ensuring access to these according to the pages and resources being used or requested most often. For setting priorities to make Web pages and resources accessible, the following guidance is suggested:
• All new and revised web pages should be made accessible at the time of creation or revision.

• The top 20% of existing Web pages and resources most frequently used (e.g., that get the largest number of hits) should be placed in the first priority for review, and made accessible as indicated. Pages and resources required for participation, funding, disability-related services and other key information or functions needed by people with disabilities, not already in the top 20%, should also be placed in the first priority. Each department or University entity’s responsible for determining the top 20% used and other first priority Web pages and resources.

• Any remaining pages and resources providing core institutional information or functions should be reviewed, and made accessible as indicated.

• All other Web pages and resources should be reviewed, and made accessible as indicated.

RECOMMENDED ASSESSMENT PROCEDURES

It is recommended that a variety of evaluation methods be used to test the accessibility of Web pages and resources, including automated testing, client and/or device testing, expert evaluation, and user testing.

EXCEPTION PROCEDURE

Narrowly tailored exceptions to this policy may be granted by the UW-Madison Office of the Chief Information Officer (CIO) in specific instances where compliance is not possible or would constitute an undue administrative or financial burden. To request an exception send an e-mail to accessibility@cio.wisc.edu.

RESOURCES

Information about training, consulting, and technological tools can be found through Information Technology as well as definitions and resources related to the Federal Rehabilitation Act (Section 508) and W3C.
Resources
Accessibility Resources

In compliance with the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, accessibility and universal design principles are mandated for all University of California resources. Below you will find helpful resources that will assist you in developing electronic resources with accessibility and universal design in mind.

UC Irvine is committed to providing comparable access to all programs and services to people with disabilities. This includes access to electronic information and services. All official UC Irvine websites, applications, telecommunications, video and multimedia must meet the University of California Office of the President’s web accessibility standards. These standards are based on the Web Content Accessibility Guidelines (WCAG) 2.0, Priority Level 2AA and Section 508. If this is not possible, reasonable accommodations will be made to provide these services or materials in an alternative format in a timely manner to ensure compliance with Federal laws. The UC Irvine website is defined to include any website using the “uci.edu” address and/or is related to the University by development or added content of a UC Irvine employee.

Web Accessibility

- How to Manually Test a Website Without Technical Knowledge (PPT)
- How to Manually Test a Website Without Technical Knowledge (RTF)
- How to Manually Test a Website Without Technical Checklist (DOC)
- Simplified Standards (PDF)
- Section 508 Tips for Websites
- Web Accessibility Validators/Checkers

Creating Accessible Documents (for Electronic Distribution)

- Creating an Accessible Document (PPT, TXT, PDF)

Document Conversion Resources (For UCI Students, Faculty, Staff and Patrons)

- SensusAccess

Created by Robert Espeno, AT Manager, DSC
Campus Resources

UF DISABILITY RESOURCE CENTER

UF DISABILITY RESOURCE CENTER (DRC)
- Contact Information:
  Room 201 Reitz Hall
  Monday - Friday 8:00 am - 5:00 pm
  352-392-8565
  accessu@ufl.edu
- DRC Home Page
  https://www.drc.ufl.edu
  The mission of the Disability Resource Center is to foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, encouraging them to engage in critical thinking and self advocacy, and supporting them in being successful students, campus leaders and positive contributors to the campus community.
- Instructor Information Guide (PDF)
  This is an amazing guide created to assist faculty and instructors when working with students with disabilities.
- List of Instructor Resources
  https://www.drc.ufl.edu/instructor-resources
  Information on Communicating & Teaching Students with Autism Spectrum Disorder, Dyslexia, & Learning Disabilities, UF slate service, relaxation of attendance requirements, teaching students with hearing loss, teaching students with visual impairments, testing accommodations, working with an interpreter.

Florida Relay Service

FLORIDA RELAY SERVICE

When trying to access an office on campus that does not list a TDD/TTY number,
Please contact the Florida Relay Service.
The Florida Relay Service is the communications link for people who are Deaf, Hard of Hearing, Speech Impaired, or Speech Disabled. Through the Florida Relay Service, people who use specialized telephone equipment can communicate with people who use standard telephone equipment.
For more information on the Florida Relay TTY:

UF ADA Compliance Office

UF ADA COMPLIANCE OFFICE
- Contact Information:
  Kenneth J. Untiedt, Ed. D., ADA Coordinator
  (352) 392-1891
  P.O. Box 112025
  Gainesville, FL 32611-5025
- ADA Compliance Office Homepage
  http://www.ufl.edu/ada/program/ada
  Mission: To help provide the best possible service to students, staff, faculty and visitors, the University of Florida has an ADA Compliance Office with a coordinator responsible for access for persons with disabilities. The ADA coordinator assists anyone with questions about access.

Last Updated: Mar. 1, 2012 12:17 PM
URL: http://guides.uflib.ufl.edu/libraryaac
Representative Documents: Resources

FLORIDA STATE UNIVERSITY LIBRARIES

Accessibility | Resources
https://www.lib.fsu.edu/accessibility/resources

Resources

Student Disability Resource Center (SDRC)
The Accessibility Unit of FSU Libraries often collaborates with the Student Disability Resource Center (SDRC). The SDRC provides advocacy and accommodation for students with academic needs.

Academic Center for Excellence (ACE)
The Academic Center for Excellence (ACE) is a university learning center, focused on helping students develop the study skills and success habits that are necessary in a large research university and valued by future employers.

University Counseling Center (UCC)
The University Counseling Center (UCC) is a welcoming and confidential place to come and they are always ready to help! They are enthusiastic about assisting our students with all kinds of questions and concerns, like homesickness, struggles with relationships, sexual identity and gender questions, cultural issues, eating and body image, substance use, worries, and depression. Their licensed and professionally-trained staff offer counseling to those currently enrolled at FSU in a variety of ways: through one-on-one sessions, couples sessions, group sessions and walk-in services for urgent situations. Because student fees cover these services, there is no out-of-pocket expense for any visit.

 Victim Advocate Program
A confidential advocate is on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student.

Services offered include emotional support, instructor notification, referrals, crisis intervention and assistance in student conduct, legal and medical matters.

Career Center
The Florida State University Career Center strives to be the preeminent career center model for designing and delivering comprehensive, innovative, and inclusive career and employment services.

The Career Center has creatively developed an effective, collaborative, interdepartmental array of career services for students and other University constituents. The Career Center is directly involved in instruction and research to support this mission. Although administratively located in Student Affairs, Career Center interventions impact virtually every facet of University life, including new student recruitment, employer/community relations, research, and alumni affairs.
Disability Studies

This guide provides information on print and electronic resources for the study of disabilities and people with disabilities. It includes resources for the evolving field of Disability Studies, as well as resources related to education, social history and policy, health and medicine, and more.

Email or phone the subject specialist librarian for more information and assistance.
Welcome!

Whether you are publishing a LibGuide, creating a video, or making digital handouts for a class, this guide is for you. Please see the menu on the left for specific information, guidelines and examples of each kind of material.

MSU Resources to Know About

- MSU Web Accessibility Policy
- Web Accessibility at MSU
- Resource Center for Persons with Disabilities
- Library Services for Persons with Disabilities
- Library Accessibility Policy
- Accommodating Technology Community

Emilia Marcyk

Contact:
368 W. Circle Drive
East Lansing, MI 48864
517-884-6455
Accessibility Information Toolkit for Libraries

This Toolkit is offered to the Ontario Council of University Libraries (OCUL) community as a useful resource, explaining our institutional obligations under the Accessibility for Ontarians with Disabilities Act (AODA), providing examples of “best practices” in the context of Ontario University Libraries. The material in this toolkit should be considered in the context of each institution and adapted accordingly. Excerpts can be adopted, revised or incorporated into institutional guides, policies or any other supporting documentation.

More Information

If you have any feedback or questions about the Toolkit, email ocul@ocul.on.ca.

For more information or for answers about the AODA and compliance with the standards, please call the Service Ontario AODA Contact Centre at:

Toll-free: 1-866-515-2025
TTY: 416-325-3408 / Toll-free: 1-800-268-7095
Fax: 416-325-3407

For more resources on understanding and complying with accessibility standards, please visit: ontario.ca/AccessON.

Acknowledgements

This Toolkit was produced by the University of Toronto Libraries in partnership with Ontario Council of University Libraries with support from the Government of Ontario.
SCHOLARS PORTAL
ACE (Accessible Content E-Portal)
http://guides.scholarsportal.info/aceportal/videos
SCHOLARS PORTAL

ACE (Accessible Content E-Portal)
http://guides.scholarsportal.info/aceportal/videos
Staff Training: Staff Training Resources

http://researchguides.library.syr.edu/training

Upcoming Training

Training Materials
- Accessibility: Creating Accessible PDFs
- Accessibility for LibGuides Authors
- Accessibility Fundamentals: MS Word 2013
- Adobe Acrobat DC: Fixing Accessibility Issues in Scanned Documents (.docx)
- Adobe Acrobat DC: Introduction
- Cascade Server: SUL Users Guide
- Office 2016: Transition FAQ
- Office 2016: Updating Your Outlook Signature and Stationery
- Office 2016: Using SUL Templates
- Security and Remote Access Training Slides (.pptx)
- Windows 10 Overview

Other Resources
- Creating Accessible Email in MS Outlook 2013 (YouTube)
- Fixing Common Accessibility Issues in MS Word 2013 (YouTube)
- Fixing Common Accessibility Issues in Scanned Documents (YouTube)

Library Resources
- Books24x7
  Books24x7 provides business, technical and engineering content containing digitized books, book summaries, research reports and best practices. Users are required to authenticate with NetID and password.
- Lynda.com
  A library of training videos covering software, media development, computer programming, management skills, etc.

University Resources
- Answers

Last Updated: Feb 9, 2018 12:27 PM
URL: https://researchguides.library.syr.edu/training
This toolkit is designed to support you in turning the Ontario government's Accessibility for Ontarians with Disabilities Act (AODA) legislation, that directs university policy and library procedures, into everyday practices in your library or department.

The AODA's five standards give concrete directions for making the province's services and resources accessible. All of our accessibility initiatives should support the AODA's four principles:

- Dignity – self-respect and the respect of others
- Independence – do things without unnecessary help from others
- Integration – same service, same way
- Equal Opportunity – same options, chances and benefits

The standards: how to comply

- Customer Service Standard
- Integrated Accessibility Standards Regulation
  - General
  - Information & Communications
  - Employment
  - Transportation
  - Design of Public Spaces
General resources

- Accessible Campus: Resources from Council of Ontario Universities (COU).
- AODA Accessibility Initiatives at Waterloo
- Understanding Accessibility: from the COU Accessible Campus website.
- The Ontario Human Rights Code: The AODA uses the definition of ‘disability’ found in the code, which has provided equal rights and opportunities and freedom from discrimination for persons with disabilities since 1962. Resources include:
  - Disability and human rights (includes sections on duty to accommodate and accommodation responsibilities)
  - Working Together: the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act
  - Human Rights eLearning series
- Planning for Inclusion: Checklists to assist with inclusive planning.
- UN Enable - Convention on the Rights of Persons with Disabilities
UW-Madison is required by law to provide technology and services that are accessible to all students, faculty and staff. But what does that mean for you? This guide will answer some of your questions and point you to resources for ensuring accessible IT for all at UW-Madison.

Why Should I Care About Accessibility?

It’s The Right Thing To Do
The web is all about providing access to as many people as possible. It is only right, then, that the University community adapt or remove barriers that keep some from gaining access.

It’s The Law
The UW-Madison Web Accessibility Policy requires compliance with the Federal Rehabilitation Act’s Section 508, and looks to the Web Content Accessibility Guidelines (WCAG) 2.0 for guidance in meeting campus accessibility commitments. UW-Madison websites and applications that are funded with Federal grants must abide by the rules of those grants. This includes website accessibility.
Learn More

- WHAT IS ACCESSIBLE TECHNOLOGY?
- DEVELOP ACCESSIBLE WEBSITES
- PROCURE ACCESSIBLE TECHNOLOGY
- GET HELP WITH ACCESSIBILITY
- CREATE ACCESSIBLE DOCUMENTS
- CREATE ACCESSIBLE VIDEO AND AUDIO CONTENT
- CHECK OUT THE ACCESSIBILITY KNOWLEDGE BASE

Get Help

The User Experience Team at DoIT can help answer questions you may have about creating accessible technology and content, or connect you with the right group.

Plus, Computer labs (InfoLabs) offer assistive technology including screen reader software (see software listing) and other accessibility features.

Need more?

GET HELP WITH ACCESSIBILITY

Policies And Guidelines

- UW-MADISON WEB ACCESSIBILITY POLICY
- WEB ACCESSIBILITY IMPLEMENTATION PROCEDURES
Job Descriptions
Assistive Technology Center Librarian

Position Description

The University of Delaware Library Assistive Technology Center is made available to University of Delaware students and the University community to facilitate use of equipment and facilities for users with disabilities. The Irenée du Pont Room, Room 119, is for use by library users with disabilities and their assistants who require access to the equipment and materials located in this room. The Francis Joseph Cummings Study Room, Room 123, is a group study room under the guidelines for group study rooms. Group study rooms may be reserved in advance. [http://udel.libcal.com/bookings/groupstudy](http://udel.libcal.com/bookings/groupstudy)

Assistive Technology Center Librarian

The ATC Librarian:

- assesses and recommends, along with the Office of Disabilities Support Services, equipment and software purchases for the library Assistive Technology Center. The existing equipment has been acquired through the ODSS and the University Library.

- assists, along with the Library Information Technology User Support Department (LITUS), in maintaining equipment.

- assists in answering users’ questions in the operation of the Center equipment. Although not a training center, the ATC Librarian instructs the users on location and basic access to the assistive technology. A phone is located in the Center for contacting the service departments in the library.

- is on call for extensive reference service for users with disabilities. Students with disabilities are given extended reference service when the coordinator or appointed library staff are available to provide this service. It is recommended that this service be scheduled in advance. Normally, when needed, ODSS will assist in providing assistants to work with ODSS registered students in supporting their AT use in the library.

- refers or assists students with disabilities with retrieval of materials in the library collection. This service is also available at the Circulation Desk. Photocopy services are available at the Student Multimedia Design Center at the self-service rate of $.10 per black and white copy.

- gives individual or group tours of the library to users with disabilities.

- assists in publicizing the availability of new disability services.

- produces and maintains “For Library Assistance” Research Guide.
The ATC backups
- are on-call or available by appointment to assist students with disabilities. This may involve extensive reference service.
- are on-call for other Coordinator activities when Coordinator is not available.
- assists the Coordinator in giving tours and orientations to the Center.

JJ/2015
Accessibility Advisory Committee for the UF Libraries

The AAC is charged to ensure the Libraries is responsive to our patrons needing disability accommodation and that our policies, services, and resources are up to date and best meet ADA standards and the needs of our patrons.

Charge
The UF Libraries Accessibility Advisory Committee is charged to ensure Libraries is responsive to our patrons needing disability accommodation and our policies, services, and resources are up to date, best meet the needs of our patrons as well as the standards set in the Americans with Disabilities Act.

Responsibilities
The Accessibility Advisory Committee (AAC) will review the short and long-term recommendations listed in the 2013/14 Services for Students with Disabilities Task Force Assessment. The committee will work to implement as many recommendations as possible and will continually assess the Libraries’ ADA-related policies, services, and resources for our patrons and strive to ensure consistency and excellence throughout the branches.

The Accessibility Advisory Committee will also...

- Perform a bi-annual review of the ADA webpages of the Libraries and Library Branches to ensure all information is accurate and up-to-date.
- Assist in providing specialized library instruction, workshops, orientations structured for students with disabilities.
- Perform outreach to the UF Community with focus on UF Students with disabilities.
- Promote awareness of available ADA services, resources, and technologies.
- Assist in providing ADA related training and workshops to all library employees.
- Collaborate with other departments across campus (e.g. Disability Resource Center, ADA Compliance) to provide and cross-promote services and resources.

Explore new ADA technologies, resources, and services and make recommendations to the UF Libraries.

Examine ADA policies, resources, and services of our peer institutions to ensure we provide our patrons with comparable offerings in each area.
RANK: Librarian II  
TITLE: Accessibility Coordinator (75%) / Text Management Special Projects (25%)  

FUNCTION  
Serves as the Libraries’ Accessibility Coordinator, overseeing and advocating for library accessibility initiatives and communicating and documenting the Libraries’ accessibility efforts. Works on special projects, like Open Educational Resources initiatives, in the Text Management Division as a secondary assignment.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES  
• Serves as the Libraries’ accessibility coordinator, overseeing and advocating for library accessibility initiatives and communicating and documenting the Libraries’ accessibility efforts.  
• Coordinates issues related to the Libraries’ 5-year accessibility plan and annual self-reviews.  
• Coordinates collections/licensing issues related to accessibility and participates in bi-monthly Collection Coordinator meetings and other collection development meetings, projects, and training sessions relevant to accessibility.  
• Meets with appropriate publisher and vendor representatives about accessibility and evaluates vendor/publisher platforms and content according to the Libraries’ 5-year accessibility plan.  
• Leads efforts on educating/training staff on accessibility issues.  
• Hires and determine projects for student accessibility employees.  
• Chairs the Libraries’ Accessibility Working Group (LAWG).  
• Chairs the Big Ten Academic Alliance E-Resource Accessibility Group and leads the consortium’s efforts in this area.  
• Represents the MSU Libraries at campus-wide & other accessibility meetings.  
• Assists the Text Management Division in a secondary role with special projects, like MSU’s Open Education Resource initiatives.  
• Serves on appropriate Library and University committees and task forces.  
• Participates in appropriate professional and scholarly activities.
PRIMARY SUPERVISOR:  Associate Director for Human Resources/Text Management/Interlibrary Services
SECONDARY SUPERVISOR:  Associate Director for Collections
### Inclusion and Accessibility Librarian

**Posting Details**

<table>
<thead>
<tr>
<th>Role</th>
<th>033510</th>
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<tr>
<td>Department Code</td>
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<tr>
<td>Location</td>
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<td>Pay Range</td>
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</tr>
</tbody>
</table>
| Hours | 8:30am - 5:00pm (academic year)  
8:00am – 4:30pm (summer)  
Hours may vary based on operational needs. |
| FLSA Status | Exempt |

**Job Description**

Syracuse University Libraries seeks to expand our role in sustaining a diverse and inclusive campus community through the appointment of an Inclusion and Accessibility Librarian, the first position of its kind at Syracuse University. This individual will play a critical leadership role in fostering an inclusive culture and expanding the Libraries’ accessibility services. Reporting to the Associate Dean for Undergraduate Education, the Inclusion and Accessibility Librarian will guide and support the Libraries’ efforts to promote inclusion and accessibility including goal-setting, planning, assessment, and advocacy. This individual will consult directly with our leadership team and will collaborate widely across our library, within the University, with other academic libraries and throughout higher education. In addition, as the Libraries’ expert on accessibility, this individual will oversee the Libraries’ assistive technology and accessibility services, working directly with Libraries clientele and staff as needed.

**Qualifications**

- ALA-accredited master’s degree or equivalent combination of education and experience required
- 3-5 years professional library experience, preferably in an academic or research library
- Advanced degree in a related field preferred.

**Job Specific Qualifications**

- Excellent interpersonal, oral and written communication skills, including demonstrated ability to develop and build relationships with a wide variety of constituencies and to work cooperatively in a diverse, dynamic, team setting.
- Deep commitment to and demonstrated success with discussing, integrating, and promoting inclusion and accessibility throughout a complex and dynamic organization.
- Demonstrated ability to effectively network, build relationships and collaborate with various internal and external stakeholders.
- Special consideration will be given to candidates with the best combination of the following:
  - Working knowledge of alternate format and assistive technologies, e.g., JAWS, Kurzweil, Read and Write Gold, as well as accessibility features in Windows and Mac; familiarity with commercial web accessibility evaluation and reporting tools
  - Demonstrated knowledge of current accessibility laws (e.g., Section 504 and Section 508 of
the Rehabilitation Act of 1973, the Americans with Disabilities Act) and standards (e.g., W3C WCAG 2.0).
• Demonstrated experience with accessibility research and/or practice or equivalent combination of education and experience.
• Proven success leading projects as well as contributing in groups and committees
• 1 year’s experience developing and presenting workshops, training, information sessions
• Knowledge of inclusive and/or universal design principals

Responsibilities
• Excellent interpersonal, oral and written communication skills, including demonstrated ability to develop and build relationships with a wide variety of constituencies and to work cooperatively in a diverse, dynamic, team setting.
• Deep commitment to and demonstrated success with discussing, integrating, and promoting inclusion and accessibility throughout a complex and dynamic organization.
• Demonstrated ability to effectively network, build relationships and collaborate with various internal and external stakeholders.

Special consideration will be given to candidates with the best combination of the following:
• Working knowledge of alternate format and assistive technologies, e.g., JAWS, Kurzweil, Read and Write Gold, as well as accessibility features in Windows and Mac; familiarity with commercial web accessibility evaluation and reporting tools.
• Demonstrated knowledge of current accessibility laws (e.g., Section 504 and Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act) and standards (e.g., W3C WCAG 2.0).
• Demonstrated experience with accessibility research and/or practice or equivalent combination of education and experience.
• Proven success leading projects as well as contributing in groups and committees.
• 1 year’s experience developing and presenting workshops, training, information sessions
• Knowledge of inclusive and/or universal design principals

Physical Requirements
Not Applicable
Tools/Equipment
Not Applicable
Application Instructions
In addition to completing an online application, applicants must submit a cover letter and resume for full consideration.

About Syracuse University
Syracuse University is a private research university of extraordinary academics, distinctive offerings and an undeniable spirit. With a gorgeous campus in the heart of New York State, a global footprint and a history that dates to 1870, we embrace diverse backgrounds and viewpoints.

Our student population includes nearly 15,000 undergraduates and 5,000 graduate students, representing all 50 U.S. states and 123 countries. Our proud commitment to veterans and their families is unrivaled in higher education. Home to 11 schools and colleges, Syracuse University blends the foundational power of the liberal arts with the intense focus of professional programs. We offer undergraduate, graduate, and professional degrees in Architecture, Arts and Sciences, Education, Engineering and Computer Science, Sport and Human Dynamics, Information Studies, Law, Management, Citizenship and Public Affairs, Public Communications, and Visual and Performing Arts.

A medium-sized city situated in the geographic center of the state, Syracuse, N.Y., is approximately a four-hour drive from New York City, Boston, Philadelphia, Toronto and Montreal. With a metropolitan population of 700,000, Syracuse is a center for cultural, recreational and artistic events, including the Everson Museum of Art, Syracuse Stage, Symphoria, Destiny Mall, multiple sporting events, and festivals including Jazz Fest and Winterfest. The outdoor enthusiast will enjoy having the Adirondack Mountains, the Finger Lakes, Lake Ontario, and the Thousands Islands Region within easy driving distance of the Syracuse campus.

EEOC
Syracuse University is an equal-opportunity, affirmative-action institution. The University prohibits discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, veteran status, or any other status protected by applicable law to the extent prohibited by law. This nondiscrimination policy covers admissions, employment, and access to and treatment in University programs, services, and activities.

Commitment to Supporting and Hiring Veterans
Syracuse University has a long history of engaging veterans and the military-connected community through its educational programs, community outreach, and employment programs. After World War II, Syracuse University welcomed more than 10,000 returning veterans to our campus, and those veterans literally transformed Syracuse University into the national research institution it is today. The University’s contemporary commitment to veterans builds on this historical legacy, and extends to both class-leading initiatives focused on making an SU degree accessible and affordable to the post-9/11 generation of veterans,
Commitment to a Diverse and Inclusive Campus Community

Syracuse University maintains an inclusive learning environment in which students, faculty, administrators, staff, curriculum, social activities, governance, and all other aspects of campus life reflect a diverse, multi-cultural, and international worldview. The University community recognizes and values the many similarities and differences among individuals and groups. At Syracuse, we are committed to preparing students to understand, live among, appreciate, and work in an inherently diverse country and world made up of people with different ethnic and racial backgrounds, military backgrounds, religious beliefs, socio-economic status, cultural traditions, abilities, sexual orientations and gender identities. To do so, we commit ourselves to promoting a community that celebrates and models the principles of diversity and inclusivity.

Applicant Documents

Required Documents
1. Resume/CV
2. Cover Letter

Optional Documents
1. Reference List

Supplemental Questions

Required fields are indicated with an asterisk (*).

1. * Please let us know how you heard of this position.
   - Chronicle of Higher Education - newspaper
   - chronicle.com
   - HigherEdJobs.com
   - UNYHERC.org
   - Diverse Issues in Higher Education
   - Academic Keys
   - InsiderHigherEd.com
   - Syracuse Post Standard - newspaper
   - syracuse.com
   - indeed.com
   - LinkedIn
   - The Academic Network
   - Twitter@sujobs
   - Colleague recommendation
   - SUJobOpps
   - Other

2. * If "other", please let us know how you heard about this position. (or enter N/A)
   (Open Ended Question)
**Coordinator, Library Accessibility Services & AODA Advisor**

**Date:** May 6, 2015  
**Reports to (Job Title):** Head, Information Services & Resources  
**Jobs Reporting (Job Titles):** None  
**Department:** Library, Information Services & Resources, Dana Porter Library  
**Location:** Main Campus  
**Grade:** USG 9  
35 hr/wk

**Primary Purpose**  
As a member of Dana Porter Information Services and Resources, the Coordinator, Library Accessibility Services & AODA Advisor contributes to the success of students by the coordinating the Library’s support services for persons* with disabilities and also advises all library staff on Accessibility for Ontarians with Disabilities Act (AODA)-related issues as they relate to the work library staff do.

* Usually students, but assistance is available to anyone with a disability.

**Key Accountabilities:**  
1. As a Coordinator, Library Accessibility Services & AODA Advisor within the Library, the incumbent:
   - Supports and advances the Library’s strategic directions to further the Library’s contribution to the campus Strategic Plan for learning, teaching, and research in the campus community
   - Participates in the Library’s consultations with the campus community to develop, implement, coordinate, and review initiatives/services/resources that support accessible teaching, learning and research
   - Promotes the use of Library services and resources to the campus community with an emphasis on persons with disabilities
   - Remains current and conversant with trends and practices within the library community related to areas of responsibility by:
     - Maintaining general awareness of trends and developments in AODA standards and legislative changes, and Human Rights legislation related to accessibility
     - Maintaining awareness of best practices related to accessibility including environmental
UNIVERSITY OF WATERLOO
Coordinator, Library Accessibility Services & AODA Advisor
http://www.hr.uwaterloo.ca/jd/00004232.html

1. (universal design & procurement), customer service and educational (universal design for learning) advances
   - Maintaining awareness of advances in accessibility services, technologies and resources
   - Participates in Library, TUG, and provincial committees and groups such as OCUL Accessibility Community of Practice and the ACE Repository Working Group, and fosters collaboration, information sharing, partnerships between departments or groups
   - Participates in professional development in areas of responsibility to aid in ongoing knowledge and skills acquisition.

2. As coordinator of Library Accessibility Services and the Adaptive Technology Centre (ATC), the incumbent ensures the library’s services to this diverse group of users contributes to their access, use, and understanding of information services and resources and the adaptive technologies that work with these resources. The incumbent oversees the workings of the Adaptive Technology Centre, makes recommendations for improvements to the technology, services, and layout of the Centre.

   - Develops or modifies service policies and procedures to ensure both alignment with Library policies and functionality for Centre’s users in consultation with department heads
   - Coordinates the maintenance and updating of the physical space and equipment
     - Monitors emerging trends and best practices related to tools and technologies that improve accessibility
     - Makes recommendations regarding use of space, equipment, furniture
     - Handles the acquisition, maintenance, use and up grading of hardware and software available in the ATC
     - Researches, tests and analyzes and purchases products with available donation funds
   - Oversees the use of the space
     - Oversees the online and in house booking of the study rooms
     - Updates and monitors access mechanisms to the centre such as the key list and locker keys
     - Monitors access privileges of students and addresses misuse of space
   - Ensures AODA compliance is met in all customer service, communication, procurement, environment aspects of the Centre
   - Develops and maintains content for Library Accessibility Services website
   - Develops and supports a network of accessibility champions in each of the Library’s departments. Champions would have increased knowledge of accessibility, facilitate awareness of accessible service provision and disseminate accessibility information within the department.
   - Designs and distributes Library Accessibility Services promotional materials in consultation with signage committee and communication team
   - Collaborates with the Educational Technologist in AccessAbility Services to ensure coordination of support of students moving between Accessibility Services and the Library is seamless and complementary nature of both services continue to align to best serve the students
   - In carrying out these responsibilities, the incumbent works closely with other library staff, particularly those in Circulation, Advancement and Library Technology & Facilities Services, campus partners such as the Director, AccessAbility Services and external partners such as the Accessible Content E-Portal
3. As the provider of support for persons with disabilities in the Library, the incumbent:

- Oversees or processes and troubleshoots alternate format requests for all library materials
  - Maintaining and updating processes with other library departments, AccessAbility Services and the Accessible Content E-Portal to ensure privacy of students and copyright respected
- Oversees or processes and troubleshoots alternate format requests for textbooks
- Establishing relationships and processes with AccessAbility services, publishers and Alternative Education Resources for Ontario to ensure student privacy, copyright and publisher requirements are met
- Provides orientation to the use of the Adaptive Technology Centre (ATC)
- Trains students in use of the hardware and software available in the ATC as required
- Provides one-on-one and small group information service support and accessibility targeted instruction related to information seeking
- Develops, maintain and update online guides for students
- Serves as liaison for AccessAbility Services students when they come to the library
- Serves as liaison to AccessAbility Services
  - Consults AccessAbility advisors about student issues and concerns
  - Collaborates on orientation activities
  - Attends staff meetings
  - Keeps abreast of with disabilities issues, trends in service provision
  - Exchanges information on adaptive equipment
  - Communicates and collaborates regularly with Educational Technologist in Accessibility Services related to access enhancing technologies and student support
  - Participates in Accessibility outreach activities such as Open Doors transition sessions
- Consults and is consulted regularly by Library Instruction Committee and Outreach Committee to support the accessibility of their endeavours
- Develops and maintains communication channels with all training committees and ‘accessibility champions’ in the Library.

4. As the AODA advisor in the Library, the incumbent advises all Library departments, committees, and groups on AODA standards and supports the standards being met and/or exceeded.

- Develops and maintains in-depth working knowledge of AODA legislative standards and changes to those standards, best practices and emerging issues
- Communicates legislative updates, changes in practice and emerging issues to Library managers and staff
- Provides leadership and advice on inclusive design for space for renovations
- Uses their AODA knowledge and the adaptive technologies in the Centre to provide assessment of or guidelines for assessment of accessibility of research resources. Trains others as necessary.
- Serves as advisor to all Library departments to ensure accessibility is considered in the planning and implementation of new and existing services, changes to virtual/web environments in the and procurement of new equipment and resources
- Develops, or participates in the development, and leads the implementation of user needs assessments when related to persons with disabilities. Aids in creating recommendations reports and ensures communication of findings. This is done in collaboration with others in the library with expertise in user needs assessment.
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Coordinator, Library Accessibility Services & AODA Advisor
http://www.hr.uwaterloo.ca/jd/00004232.html

- Provides orientation to Adaptive Technology Centre to all new library staff
- Develops, maintain and update AODA toolkit for library staff
- Serves as a member of appropriate renovation and other committees, working groups as needed

5. Provides inclusive library instruction to persons with disabilities, and inclusive instruction training and support to Liaison Librarians and others throughout the Library involved in instruction/ training:

- Provides tailored library instruction sessions for persons with disabilities through AccessAbility Services or other appropriate venues
- Provides inclusive instruction/ universal design for learning training for Liaison Librarians and all other Library staff involved in instruction
- Assists Liaison Librarians and others in developing and implementing class accommodations for persons with disabilities in Library-based and classroom-based instruction sessions

6. Collaboratively develops, designs and delivers training related to AODA compliance and best practices for all Library staff:

- Develops library-specific, face-to-face AODA training sessions for various target audiences within the Library including all permanent and contract staff, casual staff and volunteers, those teaching others, and service, policy and procedure developers. These sessions will complement and enhance existing campus AODA requirements.
- Works in collaboration with department heads and departmental training committees or champions to implement regular training and refresher opportunities
- Ensures AODA compliance through training, advice to department heads and accessibility champions and monitoring of completion of modules and transfer of the results to Director of Organizational Services

7. Provides general information services and research assistance at various service points including the Adaptive Technology Centre, library information service points, AssessAbility Services:

- Assists patrons in locating library resources and services as well as campus information
- Instructs patrons in the use of library resources and services
- Participates in relevant committees and training initiatives as appropriate

8. Participates in the general success of the ISR Department and Library:

- Participates in working groups and special projects as required
- Participates or coaches others in the testing and adoption of new services and service delivery platforms with respect to accessibility
Position Requirements

Education:
Completion of a Bachelor’s degree or equivalent.

Experience:
Proven excellent communication skills, both oral and written, including de-escalation skills
Ability to develop and maintain strong partnerships and working relationships across multiple and diverse organizations, and across levels within organizations from specialist to executive level
Proven self-starter with demonstrated commitment to innovation, creativity, and excellence
Demonstrated ability to independently, as well as collaboratively, lead, plan, coordinate, implement and assess effective services, including managing multiple and simultaneous projects
Proven ability to work effectively in a service oriented environment, which values collaboration and collegiality
Demonstrated ability to interact with all staff and patrons in a respectful and sensitive manner

Technical:
Experience providing services for or working with persons with disabilities
High level of comfort with technology
Ability and aptitude to learn and use new technologies to enhance and deliver information services
Knowledge of current trends, best practices, tools and technologies related to accessibility
Experience with adaptive tools and technologies that support persons with disabilities in libraries
Experience in website maintenance and content development best practices
Knowledge of AODA accessibility standards and their implementation in Libraries
Basic knowledge of copyright as it relates to persons with disabilities
Inclusive design/universal design for learning and usability testing knowledge
Experience instructing one-on-one and in small groups
Staff training experience
Strong understanding of space use, universal design and development in an inclusive manner
Excellent organizational, analytical and problem solving skills
Ability to identify new service and engagement opportunities and to collaborate with library managers and colleagues on the feasibility, development and sustainability of new services and programs.

Asset:
Knowledge of disability issues
Knowledge of promotion & marketing design and implementation
Knowledge of ACE and AERO
Experience with information service delivery in person or virtual

Technical:

<table>
<thead>
<tr>
<th>MS Word</th>
<th>Excel</th>
<th>PowerPoint</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>SharePoint (advanced), Web publishing (basic), Adaptive</td>
</tr>
</tbody>
</table>
Nature and Scope

Interpersonal Skills:
Internally, communicates with all departmental and information services delivery staff. Externally, this position has significant contact with students, faculty and staff through the provision of quality customer service and the broader accessibility services community in the province. Works with Library Technologies and facility Services to resolve technical problems with the adaptive tools and technologies in the Adaptive technology Centre.

Level of Responsibility:
This position works with minimal supervision and has no direct reports. It provides information assistance, technical support and training to persons with disabilities, advises and coaches all Library staff on accessibility service provisions standards.

Decision-Making Authority:
Responsible for problem-solving daily issues as related to responsibilities. Works with manager and others to solve larger problems.

Physical and Sensory Demands:
Minimal demands typical of a public service position operating within an office environment.

Working Environment:
Minimal exposure to disagreeable conditions typical of a public services position.